

# Childhood Education

*The Magazine for Teachers of Young Children  
To Stimulate Thinking Rather Than Advocate Fixed Practice*

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FRANCES MAYFARTH, *Editor*

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## Next Month—

■ Developing interest and skill in making things with one's hands with the major emphasis upon the creative arts is the theme for the January issue. The contributors and their subjects include: Morris R. Mitchell, "Developing New Concepts of Work;" Mabel Snedaker, "Arts and Crafts and Their Contribution to Social Insights;" Natalie Robinson Cole, "Learning To Do Things With One's Hands" with descriptions of children's experiences with various art mediums.

Winifred Bain in her article, "Let Us Be Gay," describes teacher experiences in working with art materials, while in their article Jennie Milton and Beth Osbourn describe teacher experiences in music and dancing.

The picture section will be devoted to workers yesterday and today, in the arts and crafts.

EXTRA COPIES—Orders for extra copies of this issue must be received by the Association for Childhood Education by the tenth of the month of issue.



Photograph by Anderson

Virgin and Child by Duccio

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## *The Christmas Story In Art*

*Why and how the Christmas story has been so often and beautifully portrayed by the old masters of art is told here by Miss Boas, assistant professor at Teachers College, Columbia University.*

OF ALL pictorial renditions in the European world, among the most popular and cherished were those of the Christmas story, or the records of the life of the Virgin, particularly the Nativity and the Flight into Egypt. Over and over again, during the centuries, with varying skills and in varying modes, these subjects were constantly depicted, now in stone, now in mosaic or fresco painting. The public seemed never to tire of the many versions of the familiar scenes. They became to simple worshippers the object of peculiar veneration, with their own groups of adorers, who made their prayer or lighted their candles in their honor.

Undoubtedly the most revered are those by medieval and early Renaissance artists whose love and a living faith united to produce a mystic quality of beauty. The eleventh and twelfth century paintings have a radiant freshness which transcends the frequent lack of technical skill, much of which had been lost in the Dark Ages. After the decline of the Middle Ages, the lyrical quality was again to disappear.

Although during this period the church dominated the artist, even to prescribing the color of the Virgin's dress or the length of the angels' wings, the artist, exalted by his faith, expressed the religious ideals of his times. Later, in the Renaissance, technical skill increased. The artist looked about

him with a new conception of the world, and he saw men and women with fresh vision. His drawing was modeled after real men and women, rather than by tradition, which though it weakened the religious significance, kept the beauty undimmed.

In Byzantine times, Christ was the austere bearded judge, and the Virgin too was severe and remote from the common concerns of men. But by the twelfth and thirteenth centuries, the Virgin became gentler, more sympathetic and tender, and to her were dedicated many of the great cathedrals of France—Notre Dame of Chartres, of Paris, of Amiens. Because she was the glorified mother, it was her story that dominated the Virgin's porches throughout the great era of church building. Here were found in bold reliefs the legend of her birth, the presentation in the temple, the Annunciation, and the other incidents in the drama. She came into her own as a heavenly queen of marvelous beauty.

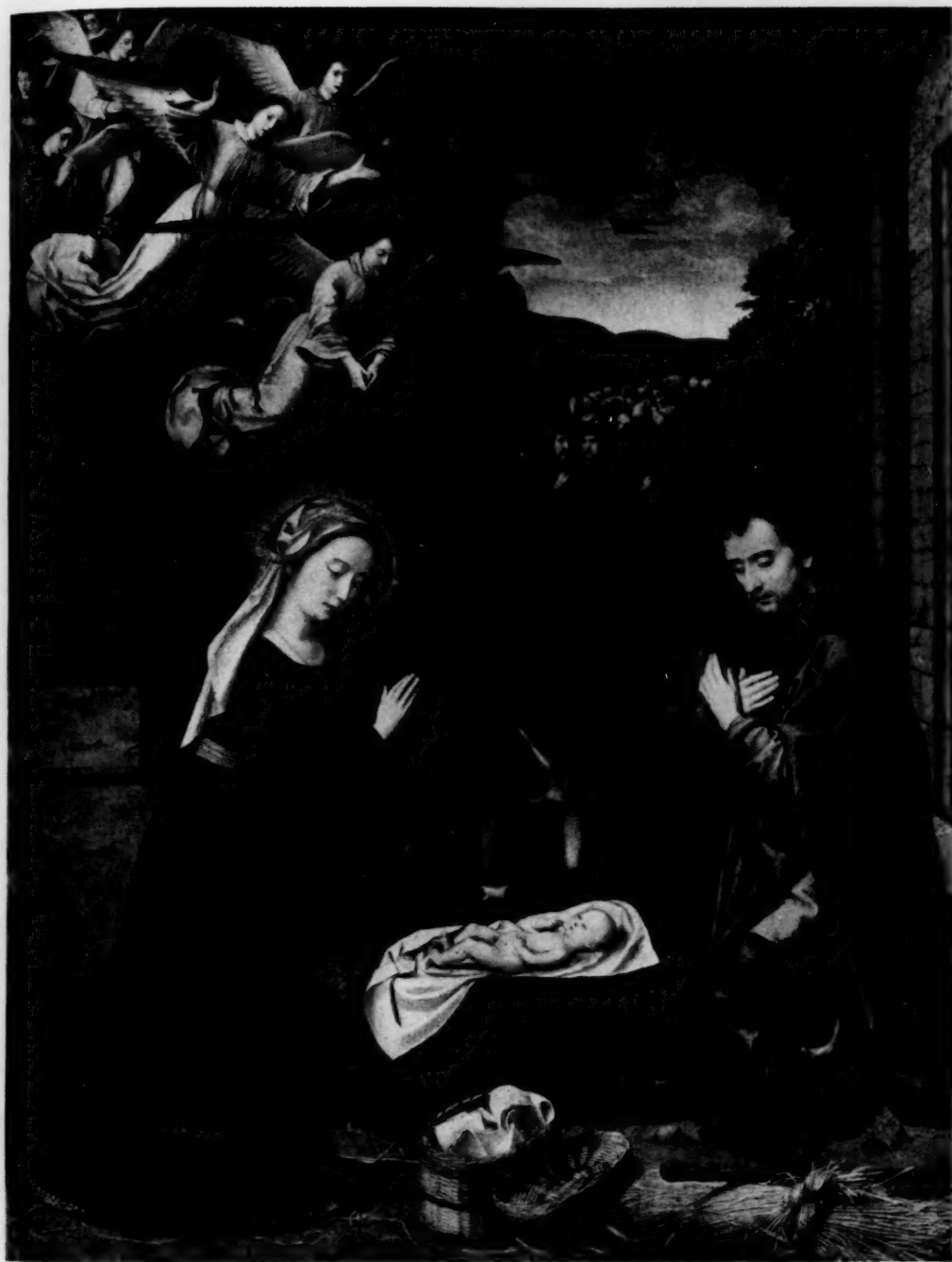
The medieval conception of the Madonna is shown in perfection in the painting by the thirteenth century Duccio of Siena. Here we have a linear curving design of formal dignity and reserve, set against a flat gold background. Outlining the shy, delicate face and slender body are the Oriental mantle and scarf. There is little sumptuousness and less detail, but no one can be unaware of the harmony of curving lines within the simple silhouette. Above, the celestial angels add by their decorative treatment to the expression of simple faith.

A more playful smiling characterization is the Gilded Virgin, the famous stone



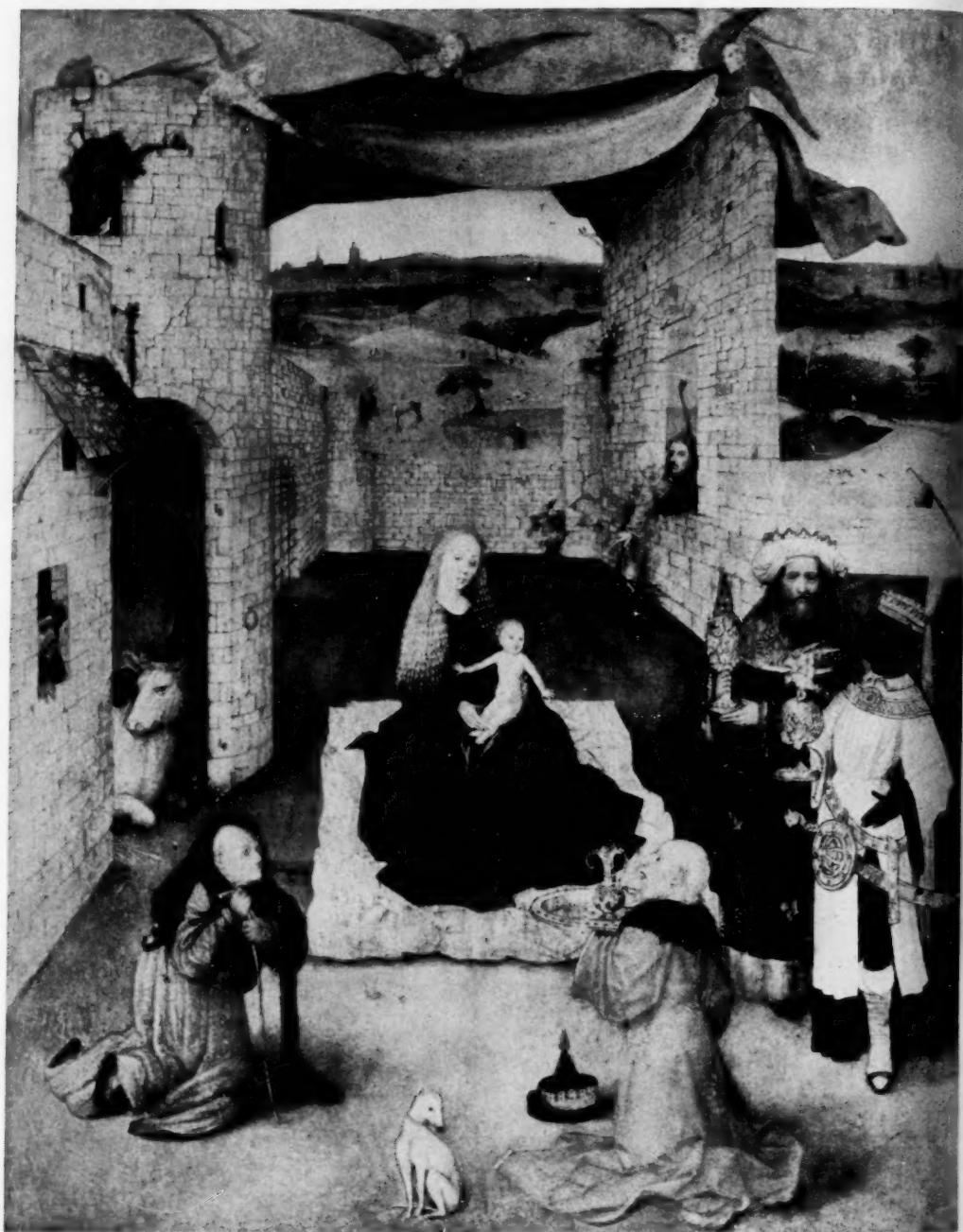
*Photograph by Giradous*

La Vierge Doree—Amiens Cathedral



*Courtesy The Bache Collection, New York City*

**The Nativity, with Saints and Donors by Gerard David**



*Courtesy of The Metropolitan Museum of Art*

**The Nativity by Jerome Bosch**

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*Courtesy The Frick Gallery, New York City*

**The Nativity by Piero della Francesca, National Gallery, London**

Vierge Dorée on the south door of Amiens Cathedral. She retains the usual headdress now invested with a heavy crown. Smilingly, in a graceful attitude, she looks down at her child. Even the angels holding the nimbus have the same smile, distinguishing many figures on both Amiens and Rheims cathedrals.

The Christmas story so briefly told in the gospels rapidly expanded into numerous picturesque legends, thus affording the artist unlimited opportunity to adorn churches and private chapels. The Nativity which, because the inn afforded no room, took place in a near-by cave where cattle were housed, became a favorite sub-



Photograph by Anderson

Flight Into Egypt by Fra Angelico

ject for painters and they played upon it with infinite variations of arrangement and color.

Gerard David of Flanders painted one of the most charming. Mary, in the usual blue and gold, kneels with Joseph adoring the child, together with the ox and the

ass likewise on their knees, while beyond the window, having followed the star, watch the shepherds, Simon and Jude. Above, from one corner, fly down the heavenly angels singing "Gloria in Excelsis". The straw and plants, so exactly rendered, tell us of the Flemish love of the

reality of everyday life, which they painted with consummate skill. No longer content with medieval flatness, the fifteenth century painter opened to the spectator the third dimension by means of receding lines and diminution of distant objects.

A countryman of David's, Jerome Bosch, painted his version of the Nativity including, besides the shepherds, the magi or wise men who also followed on their camels the star of Bethlehem. One sees Caspar with the flowing beard who represents old age; Balthasar, middle life, and Melchior the Negro youth sometimes shown as a Moor. Here, with all the elements of a dramatic climax present, the painting is strangely quiet. The walls of the shed seem to expand into a spacious hall. In the center sits the Virgin in her blue robe and yellow hair with Joseph in green garments, leaning on his staff. The play of red and brown and white in the robes of the wise men is repeated throughout the painting in the shepherds who warm their hands at the fire and in the angels' robes. Bosch has painted his distant landscape in pale greenish blue, a color which takes us far back into space. However, it is a familiar scene of people and sheep, all of whom seem strangely unaware of the event in the foreground.

Very different in suggestion is the Nativity by the Italian Piero della Francesca which hangs in the National Gallery of London. Here the shed is in the background, in front of which the scene takes place. The Child before whom the Virgin kneels lies on a piece of her long mantle. About stand tall young singers accompanying themselves on stringed instruments. Beyond are Joseph, the shepherds, and the ox. Cool and pearly, the colors are exquisite in cream and tan, blue and rose. Although unbelievably still in its impassivity, it breathes a spiritual exaltation rare to behold. The landscape also imparts a

freshness and pattern of unusual effectiveness and beauty.

Equally direct and simple is the tender *Flight into Egypt* by Fra Angelico, a Dominican monk, painter of the many frescoes in the convent of San Marco in Florence. The little group strongly outlined against the hills moves forward steadily and patiently. The flowers springing up underfoot retain the medievalism which he saw in so many Florentine paintings, but the Renaissance can be discerned in the strong hills and distant buildings. Observation of nature, too, is noted in the drawing of the figures which while kept effectively simple are realistically conceived. One of Fra Angelico's greatest gifts is his pure clear color.

### *The Mother and Child Motive*

By the sixteenth century the freshness was gone. Horizons in geography and science had widened, and classical antiquity had been rediscovered. No longer was church authority sufficiently strong to keep men's thoughts from straying. The early faith was slowly weakening. But the Christmas story continued to be painted and carved even though the quality of other worldliness had departed. To meet the demands of their patrons, painters employed paid models in their search for realism. The story became less legendary, more human, with a concentration on the mother and child motive.

Of all religious paintings, none has charmed the public more than Raphael's numerous madonnas. The faces of the virgins are mature, their figures ample, embodiments of natural motherhood, of unaffected human sweetness and dignity. The children, likewise, are natural Italian babies. Raphael, a master of the art of space and composition, frequently made use of triangular arrangements, with the infant St. John to balance the infant Jesus. One line curves into another with a



*Photograph by Anderson*

**Madonna of the Goldfinch by Raphael, Pitti Gallery, Florence, Italy**

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finished art. The medieval love of elaborate detail has given way to the synthesis and generalization of a master artist. Instead of backgrounds filled in with interesting objects we are presented with a few feathery trees. The sturdy womanly figure is far removed in treatment from Duccio's shy maiden, but the profound conception of motherhood remains the same.

Indeed, any day on the street, in the park, or at home, one may see the same

look of ineffable tenderness and love on the face of a mother holding her child. In our own Mary Cassatt's paintings, there is a similar revelation of pride and unselfish love, so common to all motherhood at its best. The strong bond between mother and child is a constant, never changing one. This the painters of the Christmas story always realized which in part accounts for the affection in which it is held in the hearts of its followers.

### *The Christmas Prayer*

Blessed Little Jesus of the Cradle,

Grant us the virtues of those adorers who stand around you; grant us also the goodness of their gifts;

Make us philosophical as the fisher,

Merry as the drummer,

Lively at work as the laundress,

Patient as the spinner,

Staunch as the ass,

And strong as the oxen who warm you with their breath.

Let us love the earth like the shepherd,

Like the tinker take pride in our trade.

Bestow upon us the wisdom of the Magi,

And the cheerfulness of the carpenter who whistles while he works over woods.

Give us the gayety of the pigeon,

The high head of the cock,

The prudence of the snail,

The gentleness of lambs.

Give us the worth of bread,

And the good humor of Christmas wine;

Endow us with the wit of the cod,

The fire of the fagot,

And the purity of oil.

Dear Child God, may we be as honorable as our Saintlets who never speak ill of any!

Bless, Seigneur, our forefathers who bequeathed to us thy crèche.

Gentle Jesus, who willed to be born among farm folk, pray for our pastures, for the peace of our homes, for the future of our race.

Pray for Provence, Little Lord, and upon the sea of earth guard it as your country of love.

Long live Noel!

From *Painted Saints* by Lucy Embury

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# The Christmas Story In Music

*Why do Christmas carols appeal to old and young alike? Is it the simplicity of the Christmas story itself and the universal appeal of music as a common language which makes carol singing such a satisfactory experience? How did carol singing begin and what are its possibilities for children and adults in "our own parlous days"? Mr. Zanzig, director of music service for the National Recreation Association, New York City, makes us aware of the folk flavor inherent in the old carols, cites us to good sources and describes satisfactory ways of interpreting the words and music of some of the old favorites.*

WHEN THE fifty-six year old Handel first saw the words of the oratorio, *Messiah*, his fortunes were at their lowest ebb. He had withdrawn entirely from public life, and his erstwhile enthusiastic patrons and followers in London believed him finished. The "libretto," as he called it, was presented to him in the latter part of August, 1741. Seven days later he had composed all the music for the first part of the work, nine days thereafter the second part was completed, and the third required only six days more. In two days he filled in the orchestral parts. The music for the whole oratorio was written in twenty-four days, "the greatest feat," says a biographer, "in the whole history of musical composition!"

Here was a great man supremely inspired by the Christmas story. His creating was as though he were in a superb dream. He was unconscious of the world and of time. He did not leave his house.

His man-servant brought him food and often, upon returning, found the food untouched and the master staring into vacancy. Upon completion of the *Hallelujah Chorus*, his servant found him at the table, tears streaming from his eyes, and exclaiming, "I did think I did see all Heaven before me, and the great God Himself!"

A wonderful experience and achievement indeed, and all arising from that most blessed and beloved of all stories. And how great a gift are ears to hear and spirit to rise again in our own parlous days and in our own communities to the meaning and deep joy of this music! Yet still more wonderful is the countless number of folk carols that have arisen also from the love, wonder and happiness of Christmas; thousands of them and in all the countries of the earth, wherever the Christmas story is known and loved. Many of them are among the most beautiful tunes in the world—to say nothing of their poetry. And they are spontaneous, simple and, once known by us, as true to the feelings of each one of us as though they had sprung from our own hearts and minds.

In the very revealing introduction to the *Oxford Book of Carols*, to the complete reading of which we commend anyone wishing to know more about the Christmas story in music, Dr. Percy Dearmer says of the typical carol that it "gives voice to the common emotions of healthy people in language that can be understood and music that can be shared by all. Because it is popular it is genial as well as simple; it dances because it is so Christian, echoing St. Paul's conception of the fruits of the Spirit in its challenge to

be merry—"Love and joy come to you." Indeed to take life with real seriousness is to take it joyfully, for seriousness is only sad when it is superficial: the carol is thus all the nearer to the ultimate truth because it is jolly."

An especially fortunate thing about carols is that many of them are suited to all ages of us, from infancy to old age. The love of the Child, and the wonder, joy and good-will are as native to young children as to the most mature adult. Indeed, we older people look to the company of children to renew these in us. Christmas is the one time in the year when everyone, or nearly everyone, has intimations again of the kingdom which, to enter, he must become "as a little child." And the tunes of many carols are likewise as well suited to singing by the very young as by the mature.

#### *With Flute and Strings and Voice*

This good fortune for childhood education and adult education in the school and home we want to realize fully, so we invite parents and even older brothers and sisters to come to sing with the children at school. One of them might be able and willing to play well the piano accompaniments for the singing, and others might be equally capable in contributing a discreet violin or flute part. The guitar offers ideal accompaniment for carol-singing. The example thus given for all the other parents and the children is very engaging and may bring a Christmas to their homes on many a day throughout the year.

Some of the parents might like to have learned beforehand to play a recorder, the simpler flute of Elizabethan times, or to have learned to make and play a simple bamboo flute such as the shepherds at Bethlehem must have played, called a shepherd pipe. A period of pipe-making and playing, led by the teacher or some other prepared person, can be as enjoyable a

party as parents could have. These pipes are ideal for playing carols. The National Recreation Association at 315 Fourth Avenue, New York City, has published a booklet, "How to Make and Play a Shepherd Pipe," which gives full directions and some music.

Where the group of children is large enough or advanced enough, one or more of the mothers and teachers might sing a descant to the singing of a carol. From the H. W. Gray Company at 159 East 48th Street, New York City, or through a local music dealer, descants for many of the carols can be obtained. If not sung, a descant can be enjoyably given by a violin, flute, or a treble recorder or shepherd pipe. A rhythm band of some of the children or their relatives or both could play very becomingly for the gayer carols, and the occasion might be further graced by the playing of a children's set of "bells" or a good little xylophone or a psaltery not very unlike those played by the angels in the old Italian paintings.

#### *With "Play-acting" and Pantomime*

Carolling, in the literal sense (a dancing in a circle), is very old; but of the making and singing of carols, in our accustomed sense, we have no knowledge before the thirteenth century, and very little before the fifteenth century. That ardent singer and lover of people, the good St. Francis of Assisi, who preached also to the birds and animals and was brother even to the sun, moon, and stars, seems to have had a great deal to do with the beginning of carol-singing. Supposing that the unlettered people of Grecia, accustomed only to Latin chanting and pronouncements about Christmas, did not really know the blessed story, he set out to tell it to them in the best way possible. He caused a manger, ox, ass, and all the trappings of a stable to be prepared in the little village church. Mrs. Oli-

phant tells of it in her "Francis of Assisi":

Francis and his brethren arranged these things into a visible representation of the occurrences of the night at Bethlehem. It was a reproduction, so far as they knew how, in startling realistic detail of surroundings of the first Christmas.

The population of the neighborhood . . . gathered round the village church with tapers and torches, making luminous the December night. The brethren within the church, and the crowds of the faithful who came and went with their lights, in and out of the darkness, poured out their hearts in praises to God; and the friars sang *new canticles* which were listened to with all the eagerness of a people accustomed to wandering jongleurs and minstrels, and to whom such songs were all the food to be had for the intellect and imagination. . . . We are told that Francis stood by this, his simple dramatic representation, all the night long, sighing for joy and filled with unspeakable sweetness. His friend, Giovanni, looking on, had a vision while he stood apart, gazing and wondering at the saint. Giovanni saw, or dreamed, that a beautiful infant . . . lay in the manger which he had himself prepared, and that, as slowly awoke, and stretched out its arms to Francis bent over the humble bed, the Babe wards him. It was the child Christ, dead in the hearts of a careless people, . . . but waking up to new life, and kindling the whole slumberous universe around him at the touch and breath of supreme love which was in his servant's heart. . . .

It is said that from this "play" given by St. Francis grew all the Mystery plays of later days and much of our Christmas caroling. Hymns or chants celebrating the Nativity had been sung even in the earliest days of the Christian church, but from the spirit and simplicity of this play and its "new canticles" a freer, more popular sort of Christmas singing arose, the sort that we recognize when we distinguish carols from hymns.

Nowadays when the innumerable company of good teachers everywhere in our country know well how to tell things to their own unlettered little people, they follow the way of St. Francis. They, too,

have the Christmas scenes set up, in the school-room, in at least some measure by the children themselves, or by older children in the school or in a nearby school, and the Christmas story is acted out by these older children or by the very young ones themselves, with much singing of "canticles." The school probably possesses the Satis N. Coleman book of *Christmas Carols From Many Countries* (G. Schirmer, Inc.) because of the large variety and excellence of its contents, and also the excellent *Diller-Page Carol-Book* (G. Schirmer, Inc.) especially, perhaps, because of its very simple and yet very musical accompaniments that many a child could learn to play. It should also have the *Christmas Carols* selected by Mary Nancy Graham and published by the Whitman Publishing Company of Racine, Wisconsin, because though superb throughout, it is for sale at ten cents in the five and ten cent stores, making possession of a copy possible to every home, and because it is delightfully illustrated.

Having these books, the children will have become familiar with a goodly number of carols in them. If the parents or other audience are there, a carol is sung to create a proper atmosphere. The first verse of "O Little Town of Bethlehem" would do this. So would the playing of a Bach chorale or other fine, appropriate music. Then as the shepherds appear, a verse or two of "The First Nowell" or of "While Shepherds Watched Their Flocks by Night" would heighten the scene. All three carols are in the Graham book. After the angel has spoken or chanted the good news to the shepherds, we should urge them to "Lay down your staffs, Oh shepherds, leave your sheep!", to find the Child and Mary who, in the manger scene, we saw even before the shepherds reappeared. Mary is singing a lullaby, the French one—"Mid Ox and Ass" in the Diller-Page book and "Twixt Gentle Ox and Ass" in

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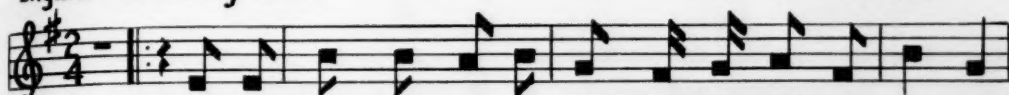
Bernard de la Monnoye

(1641 - 1728)

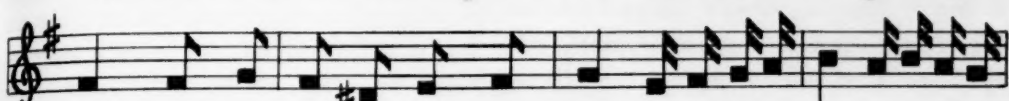
English Version by ADZ.

Burgundian Carol

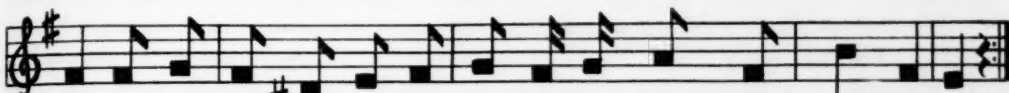
(French)



*p* 1. Wil-lie, bring your lit-tle drum; Rob-in, take your flute and  
*mf* 2. When the folk of oth-er days To the King of kings gave  
*f* 3. God and man to-day are one Like the sound-ing flute and



come: We'll be mer-ry as you play,  
 praise, On the flute and drum they'd play, Tu-re-lu-re-lu, pat-a-pat-a-  
 drum, We'll be mer-ry as you play,



We'll be mer-ry as you play, For a Christ - mas should be gay!  
 pan, On the flute and drum they'd play, And their hearts were ve - ry gay!  
 We'll be mer-ry as you play, For a Christ - mas should be gay!

E. DAVIS

the Coleman one. Perhaps all the children are singing it. Either the Coleman book or the Graham book version of "Away in a Manger" begs to be sung also, and so does "What Child Is This?" or "Born Is He" in the Diller-Page book and, of course, "Silent Night," even if the little children do not grasp all its words or only hum or croon along.

So it goes. The Coleman book has the beautiful "Shepherds at the Cradle," and both the other books have the carol perfect for young children as for their elders, "Bring a Torch, Jeanette, Isabella," to the singing and gay but stately rhythm of which some children should come to the manger. In the writer's home, they always carried lighted candles as they walked in the dimly lit room to this most delectable

of children's carols. The kings come to the singing of "We Three Kings of Orient Are" or to the playing if not singing of the magnificent "March of the Kings" in the Coleman book. And remembering how the people of maritime England had them come in ships, we should sing the children's favorite, "I Saw Three Ships."

Sheer rejoicing follows the wonderful story. "Willie" and "Robin" with drum and pipe, and all the other children, some of them also with bright-sounding instruments, go forth in a bright recessional, "for a Christmas should be gay." And you and I must follow them, going home with joyous hopes and longings whose deepest meanings only music can tell.

Perhaps on another day we shall see Heaven with Mr. Handel.

## The Christmas Story Hour

*The Christmas story hour has much to contribute to the vividness and meaning of Christmas. Mr. Jagendorf, director of The Children's Playhouse, New York City, cites some rich sources of Christmas stories. (See review of Mr. Jagendorf's recent book on page 186 of this issue, compiled with the cooperation of Barrett Clark.)*

THE WISEST WAY to write stories for children or to tell them is to conjure clearly one's own childhood. Only by living again the emotions, experiences, and desires felt in youth, can we create a reality, imaginary or factual for the young.

In the early days of my own life every phase of Christmas was a beautiful and exciting fact. The holiday season was a living and spiritual actuality of color and form; a real thing to be heard, smelt, touched, and seen. In the deep blue sky, alive with stars, I sought the star of Bethlehem as I would seek a hidden treasure. During excited moments I thought I heard the jingling of bells on reindeer bringing Santa Claus and his exciting gifts. I tried to stay up long enough to hear our dog and cow and horse talk and to see them dance at midnight. Christmas was as real to me as were my parents or the slight pain I felt when the needles of the Christmas tree pricked my fingers.

This startling reality of the holiday was created by stories told and read at home, at school and at church. The season was comparable with no other. There were more stories about Christmas than for any other special time. Preparation for the day, by relatives and friends, was far greater than for any other holiday. The festivities were

wide in variety and always delightful. Experience has helped to clarify the wide range of emotions and expressions of those festive occasions.

Christmas is truly the urge in mature mankind as well as in children for the ideal so perfectly personified in the holiday. It is the religious celebration for that which we desire most in life—peace and love.

The Christmas story told, read, or written is far more than just a story; it is the expression of a momentary glimpse into what is finest in human beings. How else could we explain the irresistible power which has forced almost every author and story-teller to retell a story known in every corner of the world? How otherwise explain the never ending stream of images and fancies in sculpture, architecture, paintings, music, and poetry that have dealt with this holy day through the ages? Each generation gives hearts and minds capable of expressing dreams, hopes and images in some new way. These exquisite forms tell what is the simplest of truths the world has known.

All save those utterly begrimed by the soot of life have vied during the last two thousand years to tell anew this tale called very old. All have desired, even as you and I, to repeat again and again this theme in symbol and story so simple that even a small child can understand it.

This simple story of the beautiful celebration of the birth of the God of love and peace supersedes economics and politics. No laws in the world have made the vaguest shade of improvement to "peace on earth and goodwill to men." To follow this honestly and fearlessly would elim-

inate all codes ever written. It is the one law which will give us a perfect life. Such a great truth bears repetition unto eternity so that we shall not forget it even for a single breath.

Though endless tales have been written about Christmas there is room for many more of them. Its great truth should be impressed on the young mind by story, song and sight.

There are many books in all languages into which the eternal Christmas ideal is woven. Most of them are good stories by sheer reason of the subject matter. Some books, like Elva Smith's and Alice Hazeltine's *Christmas in Legend and Story*<sup>1</sup> lay more emphasis on the legends of the holiday. It contains stories from the Bible, and poems and tales written through the ages. Alice Dalglish's *Christmas*,<sup>2</sup> a collection of old and new stories and poems, is a splendid book to be read by and told to everyone from eight to eighty. There are some books which treat the holiday from a scholarly as well as a reverential angle. Such volumes are *A Christmas Treasury in Prose and Verse* by Leonard R. Gribble<sup>3</sup> and *Christmas in Ritual and Tradition*<sup>4</sup> by Miles.

If you want to tell children the "whys" of Christmas—legends, costumes, meanings, and significance—T. G. Crippen's *Christmas and Christmas Lore*<sup>5</sup> and Daw-

son's *Christmas and Its Associations*<sup>6</sup> are valuable. *1001 Christmas Facts and Fancies* by Alfred Carl Hottes<sup>7</sup> is a good collection that will tell the proverbial number of facts about the season.

The Ada Skinner's collection, containing classics from Dickens has great merit. Eric Kelly and Anne Carroll Moore have written and collected fine stories. For flavor and quaintness the stories found in old Christmas numbers of *St. Nicholas* magazine may be told. These are filled with tales, poems, plays and pantomimes of bygone days. Humor enriched by the underlying themes of His birth will be found in *Uncle Toby's Christmas Book For All the Family*.<sup>8</sup>

The few books mentioned here are but a small number of the many that have been written. Poets and authors alike feel about the Christmas story very much as Henry Vaughan did in 1650 when he wrote:

Awake, glad heart! Get up and sing!  
It is the birthday of thy King  
Awake! Awake!  
The sun doth shake  
Light from his locks, all the way  
Breathing perfumes, doth pierce the day.

Perhaps it is through an interpretation of this old, old story for the children of today that writers come nearer that feeling of closeness with the infinite which all mortals seek to more or less degree.

<sup>1</sup> *Christmas in Legend and Story*, compiled by Elva Smith and Alice Hazeltine. Boston: Lothrop, Lee and Shepard Company, 1915. \$2.00.

<sup>2</sup> *Christmas*, compiled by Alice Dalglish. New York: Charles Scribner's Sons, 1934. Pp. 234. \$2.00.

<sup>3</sup> *A Christmas Treasury in Prose and Verse*, edited by Leonard R. Gribble. New York: The Macmillan Company, 1929. Pp. 231. \$1.75.

<sup>4</sup> Clement A. Miles. New York: Stokes, 1912.

<sup>5</sup> *Christmas and Christmas Lore*, by T. G. Crippen: London: Blackie & Son, 1936. Pp. 223. U. S. Agent, H. M. Caldwell, 286 5th Avenue, New York City.

<sup>6</sup> William F. Dawson. London: Eliot Stock.

<sup>7</sup> *1001 Christmas Facts and Fancies*, by Alfred Carl Hottes. New York: A. T. De La Mare Company, 1937. Pp. 308. \$2.50.

<sup>8</sup> *Uncle Toby's Christmas Book For All The Family*. Illustrated by Julian Brazelton. New York: Harper & Brothers, 1936. Pp. 284. \$2.50.

The noblest figures of history have rejoiced in the title, teacher. Sensitive to their social responsibilities, passionate in their sympathy with their fellowmen, learned with a wisdom that has excited the admiration of the ages—they offer us an example that is a challenge.—Karl W. Bigelow in *School and Society*.

# Making Christmas Merry

*The best laid schemes o' mice an' men  
Gang aft a-gley;*

*An' lea'e us nought but grief and pain,*

*For promis'd joy.—Robert Burns*

*But Miss Toby made new plans that worked  
and she and the children had a merry  
Christmas at school. Miss Fallis was formerly a kindergarten teacher in the Denver, Colorado, public schools.*

THE LAST Merry Christmas had been said, the last guest at the kindergarten party had departed and Miss Toby sank into her chair with a sigh of relief. What was the matter with Christmas that it should leave every one so fagged? Was it lack of planning? No. It could not be that. There was the list of names she had typed before Thanksgiving, each one checked off for mother's gift and father's gift. Two gifts were enough for any child to make, at least two were enough for any teacher to check on, especially if that teacher had ninety children, more or less, in two sessions during the day.

She had planned the Christmas decorations according to the art supervisor's suggestions and had provided only silver and blue paper for the Christmas tree ornaments so that they might measure up to artistic standards.

She had insisted that all gifts remain in the kindergarten until the party day so that each child could have something to present from the Christmas tree. Of course the gifts could not actually be hung on the Christmas tree for those of the morning and afternoon groups must be kept

separate. She had labeled each gift twice, once before wrapping and again after wrapping to insure against loss and mix-up. Instead of permitting the children to get their gifts from under the tree to carry directly to their mothers she must call the names to save time and confusion.

In the white light of recent experience Miss Toby knew that her plans had failed. If she had said, "Here is material for making hot-dish pads, pincushions, and book markers. Who wants to make a Christmas gift for some one?", instead of, "Who wants to make a hot pad for mother?", she would not now have the haunting memory of Nancy's tragic blue eyes and Nancy's small voice saying, "I can't give my mother a hot pad for she's dead." Or she would not be remembering George's indifferent remark, "I'm gona buy my mother sompin."

If she had not planned a blue and silver Christmas tree the red and green paper chain that Joan brought would not have made a discordant note. To be sure Joan didn't know that it was out of harmony with the other decorations on the tree for Grandma had said that red and green were Christmas colors and she and Joan had made the chain in one long piece so it could be "festooned." That was a nice word to say, "festooned," in long graceful loops over the tree, not cut in short pieces and hanging straight down like the silver paper ones. Miss Toby sighed with thankfulness that she had had the courage to let Joan place her chain in accord with her grandmother's traditions in spite of her own fear of criticism from the Art Department.

Before Miss Toby on her desk were several unclaimed gifts. Two were marked with Mary's name. How the child had wanted to take them home when she had finished them! Now she was in quarantine and would not have them until after the New Year. There was one marked "John" but John had declared that he had painted his can red and this one was blue, so he had repudiated it. There was the wrapping of one marked "Peter" and Peter had gone home in tears without his precious pincushion. Miss Toby had suspected who had taken Peter's gift from the wrapping but she had no evidence and could not trace the culprit at this late date.

Suddenly the truth dawned on Miss Toby. She had made her plans too definite rather than not definite enough. If she had placed more responsibility on the child for what he should make and for whom he should make it she would not have had to check and double check the long list of names. Nancy would not have been made conscious of her loss nor George been given the opportunity to express and thus strengthen his feeling of inferiority.

If the children had been permitted to take their gifts home as they were completed, Mary, in quarantine, would have had the joy of possessing hers during those halcyon days before Christmas. John would not have forgotten what color he had painted his can and Peter's precious pincushion would be safe in Peter's treasure box at home, somewhat soiled and maybe forgotten at Christmas time but that was Peter's responsibility not hers.

And right here Miss Toby determined to change her plans before the next Christmas came around. The very first week in September she would put out materials for making things that might be useful in the home such as pincushions, hot-dish pads, and book markers, and things that might please any child such as bean bags,

paper dolls, airplanes. She would have ready for those who wished it various sized sheets of tissue paper and string and gummed paper tape cut in small pieces to use as stickers. Then when each child had completed his work he could wrap it, take it home and do with it as he pleased.

In this way she would have no long lists of names to worry over; she would spend no time trying to persuade the reluctant Georges to make something or the too eager Marys not to make too much so that their respective mothers could not draw comparisons.

And then, because there would be no hectic scramble at the last minute trying to get presents wrapped, labeled, and checked, there would be time to sing Christmas songs, play Christmas games, and get ready for the Christmas party.

#### *One Year Later*

Miss Toby sat at her desk and thought over the Christmas activities that had come as a result of her plan.

From the very first the children had fallen wholeheartedly into this plan although they did not realize where it was leading them. They experimented with the materials but ignored the wrapping paper for some time. Then Hilda decided to wrap her pincushion because it was for Mother's birthday present. About the last of October Jane announced that she was going to make a hot-dish pad to put in her grandma's Christmas box. "Grandma lives across the ocean and we have to send her box early."

Jane's idea of preparing for Christmas early spread like wildfire. The children having become familiar with the materials made what gifts they wanted to make, wrapped them if they cared to, labeled them or not, and took them home while the thought of making and giving was fresh in their minds. This early coming of the Christmas Spirit coincided beautifully

with the Thanksgiving program plans.

Miss Toby smiled to herself as she recalled some of the activities that had grown out of this new Christmas plan. There was Caroline's look of satisfied achievement as she announced, "I have all my Christmas presents made except one for Dorothy. I'm going to make a doll dress today."

There was Franklin as he sat tailor-fashion on the table sewing on a hot-dish pad for his mother and singing, "Heigh-ho, heigh-ho," at the top of his voice. Later Miss Toby saw him wrap his gift carefully and take it home. "Where did you hide your mother's gift, Franklin?" she asked the next morning. "In my mother's drawer. I showed it to her and

she liked it and then we wrapped it up again and hid it from her till Christmas." Franklin had struck while the iron was hot, experiencing independently all the joys that the Christmas Spirit has to bring. He had planned, he had made, he had given his gift, and it had been received with loving appreciation.

But the best part of all was the week before Christmas. The children's desire to make gifts had been satisfied and there was time to make ornaments for the tree, time to hang the evergreen boughs about the room, time to pop corn and frost graham crackers and decorate them with cinnamon drops for the party, and at the last, time to say Merry Christmas and really mean it.

### *Words From an Old Spanish Carol*

By RUTH SAWYER

Shall I tell you who will come  
to Bethlehem on Christmas Morn,  
Who will kneel them gently down  
before the Lord, new-born?

One small fish from the river,  
with scales of red, red gold,  
One wild bee from the heather,  
one grey lamb from the fold,

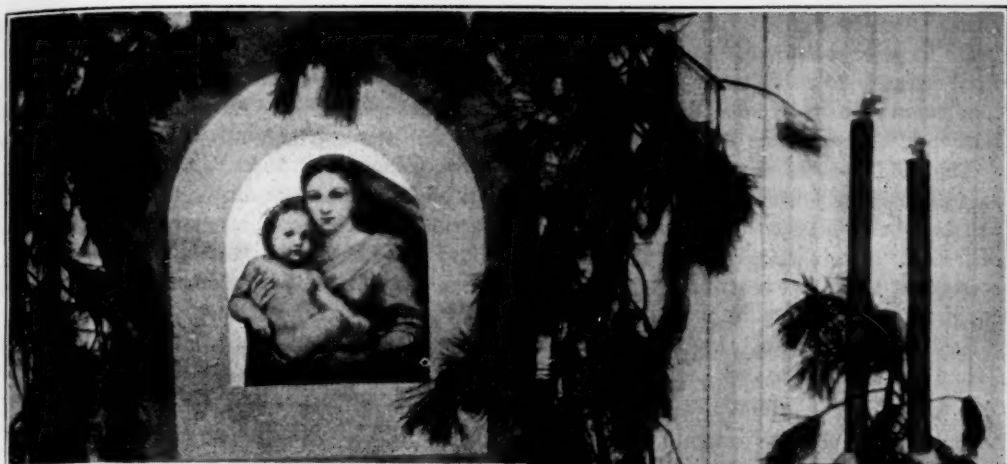
One ox from the high pasture,  
one black bull from the herd,  
One goatling from the far hills,  
one white, white bird.

And many children—God give them grace,  
Bringing tall candles to light Mary's face.

Shall I tell you who will come  
to Bethlehem on Christmas Morn,  
Who will kneel them gently down  
before the Lord, new-born?

From *The Horn Book*, November-December, 1939, page 401

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## Christmas Plans

A SYMPOSIUM

Here are descriptions of how thirteen teachers plan to celebrate Christmas with their children at school. In the March issue these same teachers will tell how their plans really worked out, including a statement as to why they were successful or unsuccessful. With the exception of one, the plans described here were made early in October, and one of the questions these teachers may be able to answer for us is whether or not early planning is the important factor in successful celebrations, or whether there are more subtle factors of equal importance. See "Making Christmas Merry" on page 166.

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Maude Loughbeed, teacher of fifth grade at the Perry School, Ann Arbor, Michigan, describes plans for a Christmas festival developed from a study of music of the Middle Ages.

Shifting European conditions of the past few years have placed the stress of our thinking on political changes. Children's thoughts as well as grown-ups' need guidance in these matters. It is important to consider the lasting effects of culture and tradition against these rapidly



changing political and economic conditions. In order to place the emphasis upon the rich cultural heritage of Europe, we have planned to base our semester's work in social studies upon the music of the Middle Ages.

The children of my fifth grade are learning to sing some of the ballads that have come down to us from the troubadour of France, the minstrel of Ireland, the minnesinger of Germany, and the corresponding character from other European countries. Songs which the knights sang during their battles are being sung and dramatized. "The Duke of Marlborough", an old battle song, is known to us in the tune, "We Won't Be Home Until Morning." The shepherd's pastoral songs reflect the feelings of the peasant and the common people of the time. We are also learning to sing some of the early recorded religious music. We find this music must be sung many times in order to get the musical flavor of the period. This type includes the chant, carol, and the hymn.

The music teacher introduced the work by playing some of the old tunes on the recorder. We decided that the medieval instruments are important to us since many of ours today are basically the same. The children are trying to find out who used these old instruments and on what occasions they were played. Some children plan to make zithers, psalters, bells, etc. We plan to visit the Stearns collection of musical instruments at the school of music. We shall also visit the workshop of Mr. John Shalis at Ypsilanti, Michigan. A song-flute band has been organized and will learn to play some of the simple old tunes.

As we study the music and read widely the literature and history of the times, we find that the music reflects the life of the people. We hope to culminate our study with a Christmas festival, which will be built around the various types of music of the Middle Ages. Other rooms in the building will be invited to take part. The religious setting as well as the non-religious will be presented. The king and queen surrounded by knights, nobles, townspeople, and peasants will participate in a Christmas eve celebration. The program will not be confined to the stage in the auditorium, but the action will travel around the room from scene to scene.

A village scene showing the guild house and the town hall will be used as a background for the guild singers and the folk dancers. The traveling minstrels with their jugglers as well as the mystery and secular players will wander from one station to another as they perform. A choir will sing historical ballads and hymns. The final scene will be a procession which will lead to the cathedral for a Christmas service.

The stage of the auditorium will represent the cathedral. The auditorium floor immediately in front of the stage will station the village scene on one side opposite the royal box or platform on the other. The players will group themselves in different locations according to their role. The costuming will help create the effect and the natural grouping will furnish something of the true atmosphere. A group of carolers, a band of guild singers, and ladies-in-waiting to the queen properly costumed will promote the feeling of the music.

The fifth grade will be the source of the planning and directing of the program. Each room in the building will contribute to central plans. The choir, composed of selected voices, will be trained by the music teacher as the music will be an important factor in weaving the program together. Possibly some of the instruments made by the children will be used. The choir will sit in the balcony leaving the rear of the main floor free for visitors.

Perhaps a study of the literary, artistic, and musical history of European cultures will provide a balance for the present world crisis.

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*Zella K. Flores, elementary supervisor at Lewistown, Montana, contributes a description of a Christmas festival based upon European customs. This celebration has become traditional in the Lincoln School at Lewistown.*

The picture of Europe at war is constantly before our children. The radio, the newspaper, and the newsreel remind them day after day of suffering and hate across the Atlantic. Many elementary school children know only this picture of Europe.

In order to present a different Europe and to show how the Western hemisphere has been enriched by European civilization, this group has decided upon an observance in the form and

content of a European Christmas festival.

Immediately after Thanksgiving the teacher and pupils of each room will hold a conference. The European country they would like to represent in their Christmas observance will be selected. Their decision will be based in part upon their interest in particular countries as a result of social studies units, and in part upon the Christmas customs they would like to carry out. It will be desirable for each room to represent a different country so inter-room conference and compromise may be necessary.

As soon as each room has selected the country it will represent, an intensive search will start for information from books and pictures, as well as from people in the community who have celebrated Christmas in European countries. Most of this information will relate to the early history of these countries and will not show recent customs. This fact will emphasize the idea that the contributions of Europe to America extend far back through the centuries.

The art teacher will probably be the busiest person in the building for each group of children will be making room decorations, properties for dramatizations, and perhaps a few costumes. The music teacher will help with Christmas carols from each country; the auditorium teacher will help each group work out the dramatization of one or more Christmas stories; the physical education teacher will assist with folk dances and games. Since all these activities will be a part of the regular work with these teachers they can be carried on without confusion and undue excitement.

As the last week before Christmas nears each group of children will decide how they will entertain visitors during that week. Each class group will have the opportunity during the week to make a trip through the building to see all the rooms and to be entertained with a group or party by three or four rooms. In addition some groups of children will send to other rooms characteristic Christmas greetings such as the English carol singers, the Swedish "Lucia bride", and the Serbian "Polaznik."

On the last morning before Christmas vacation all of the more than four hundred children will participate in the annual carol sing around the Christmas tree and the lighted

crèche, in a large hall in the building. Much of the remainder of the day will be spent in inter-room visiting. As the children leave the building for the Christmas vacation they will be singing "Silent Night", a practice of long standing in the school. We hope they will be imbued with the spirit of the first Christmas, with an attitude of tolerance and understanding, and with an appreciation of some of the cultural gifts the old world has given the new.

●  
*Marie McCarthy, teacher of fourth grade, Omaha, Nebraska, describes how last year's plans, based upon the origins of customs now used in the celebration of Christmas, were enriched by German and Austrian refugee children.*

The Christmas unit was introduced through round-table discussions based on the Bible story found in St. Luke 2:1-14. The boys and girls became interested in finding the origin of customs now used in celebrating Christmas.

Just as we began our study a new child entered our group. She was one of the first German refugees to take shelter in our country. To her we credit much of our learning of unknown Christmas customs of that country. The children were so anxious to teach her and she was so anxious to learn from them that a new impetus was given for work.

While the unit was developing a second refugee, a child from Austria, added still further interest to our study. Through discussions we learned that persons in many lands celebrate Christmas; that they observe it in many different ways, but no matter how different the customs are the real meaning is common and is kept alive in the hearts of all people.

In telling these refugees what American children do at Christmas time, we were inspired to learn the story behind each custom. We found there were many legends, varied traditions and customs brought to America by early settlers from England, Holland, Norway, Sweden, Italy and other countries.

We believe that finding out about these customs has broadened the children's thoughts, ideas, and attitudes. Understanding was developed within them as credit was given each country for its contributions to our customs.

*Frances C. Spereau, teacher of kindergarten, Syracuse, New York, tells how she works with children and parents to provide enriching experiences with books, art and music at Christmas time.*

Since, so often after Christmas there are so many trashy, valueless picture books brought to our kindergarten I shall try to help the parents realize how unconsciously the pictures affect the child's personality, his taste, and later experiences. It is hoped that books with the right psychological and artistic standards will be chosen instead.

Our children come from homes with meager backgrounds and extremely limited incomes. I plan to send to each home a mimeographed sheet with suggestive titles of good ten-cent books, for five and six year old children. This sheet will be accompanied by a cordial invitation for the parents to come during the pre-holiday week and visit our kindergarten to see an exhibit of the recommended books and to share our holiday joy. The children will arrange and take care of the library table.

Our room will be attractively decorated with a tree and other Yuletide symbols; and with the creative work of the children in paint, crayola, clay, wood and blocks. A group of the best Madonnas and pictures depicting the Nativity will be about the room to acquaint the children with the most familiar masterpieces.

Christmas-tide so happily affords an opportunity time for the inclusion of good music in the daily program. We shall listen to such lovely music as "March of the Toys" by Herbert, "Wiegenlied" by Brahms, "Waltzing Doll" by Poldini and familiar Christmas carols. Songs full of fun and holiday cheer sung around our tree—sometimes our group and at other times visiting groups joining us—will add to the pleasure of the season.

The school population comprises children from many nationalities: Italian, Polish, Ukrainian, Jewish, Scotch, German and American. Out of deference to the religious beliefs of many children in the group Christmas will not be celebrated as the birthday of Jesus Christ. Instead we shall think of it as the birthday of a baby who when he grew to be a man showed us how to live together happily.

*Beatrice Ablen, teacher of kindergarten, Omaha, Nebraska, describes a plan of parent-teacher cooperation whereby Christmas at home and at school will be a simple, happy celebration for all.*

Just as communities have evolved a safer and saner Fourth of July so shall the parents of my pupils and I plan a Christmas that shall be one of growth and genuine pleasure rather than one of conflict and excitement for the children. We shall have a three-fold purpose: to become acquainted with the ways in which the Christmas season will be lived in school; to consider things to do at home; and to discuss suitable books and toys, samples of which will be on display.

The plans for Christmas in school will develop from the story of the first Christmas, presented as a basis for experiencing choice music and literature which it has inspired. Any religious interpretation of the story will be the parents' responsibility.

The children will buy Christmas trees from a neighborhood store, small enough for them to carry back to the school and low enough for them to decorate. Four or five smaller trees will replace the traditional giant. Set in large sand-filled flower pots, the trees may stand wherever the children decide. Perhaps one will be in the library center, another in the home playing corner, and a third by the easel. It is quite likely that a fourth will guard the piano.

These trees will provide a natural environment for activity. A box of gaily colored papers, strands of bright yarn, bits of ribbon and a pair of scissors will give the creative child all the impetus necessary to design the decorations. Baskets of pine cones gathered during the fall will suddenly come into their own with gaudy applications of alabastine. Some of these will be strung but more often will be tied singly to the branches of the trees. They are indeed more wonderful than lights.

Just as the smaller trees will replace the larger one so shall child-like activities replace showy and tediously made presents. If any child wishes to make Christmas cards, draw or paint a picture to give to mother, or desires to make something as a gift, he may do so.

With simplicity as the keynote of the Christ-

mas festivities at school, we shall hope for the parents' cooperation in providing simple home celebrations. By working together we shall all have a happy Christmas.

●  
*Catherine T. Lynch, teacher of junior primary three, Richmond, Virginia, describes shadow-picture dramatization of the Christmas story.*

Just before Christmas we plan to entertain others by dramatizing some of our Christmas songs. We will make shadow pictures by using two sheets stretched over a frame with a two-hundred watt light behind. The outline of Bethlehem may be cut from tag board and taped to the sheet.

The children will sing "Wind Through the Olive Trees," "O Little Town of Bethlehem," and "Silent Night." Two angels may sing "Hark the Herald Angels Sing." Mary and Joseph will kneel over a manger while "Away in a Manger" is sung. The Wisemen will be shown on their way to Bethlehem with the singing of "We Three Kings." The properties and costumes will be made of tag board, paper and cheese cloth and every child will have a part.

This will be a very simple program but there will be no nerves on edge, no last minute rush, and no expense to parents. Because a program of this type has been carried out previously we know the reverence with which children handle the Christmas story. They have a way of conveying this feeling to the audience. The calm spirit of Christmas will soothe the excitement which has been around for weeks because of the early appearance of Santa Claus in the shops.

●  
*How everyday experiences will be used as a background for stimulating the making of gifts for children in a hospital school is described by Sophie Leutner and Elsie Ecker, teachers of third grade, Baltimore, Maryland.*

A school program of Junior Red Cross work offers an excellent medium by which children may give expression to their wish to do something for others. Our third grade classes plan to make gifts for patients in the Children's Hospital School in Baltimore. Such an activity would have little value for the participants unless they plan as well as execute and evaluate

their gift-making. However, since it seems desirable for teachers to give some thought to the matter beforehand the following experiences shall be provided for the children:

Through reading and discussion the children may become interested in the way in which carols, trees, candles, bells, and cards originally became a part of our Christmas celebration. Using the information and ideas thus gained, they may write factual stories for other children their own age to read, and may even be inspired to illustrate these stories appropriately.

Science experiences will include making terrariums and indoor gardens, sprouting bulbs, and planting window boxes. It is hoped these will be shared with the children at the hospital.

Games such as peg board and ring toss are easily made. Partially finished toys for the sick children to complete may include a soap bubble set, a gumdrop circus, and airplanes with directions for assembling and for use.

Simply made decorations add color and gaiety to a hospital Christmas scene. Silvered pine cones and small wreaths of Christmas greens tied with ribbons may be made. The children may find pleasure in making simple decorations for trees in order to lend variety to the festive scene. Both trees and ornaments may be sent to the hospital school.

The children will receive real joy from making things designed to bring happiness to others and a true understanding of the essential meaning of Christmas. It is to be hoped that the experience will prove to be as enjoyable to the children who receive the gifts as it should be for those who make them.

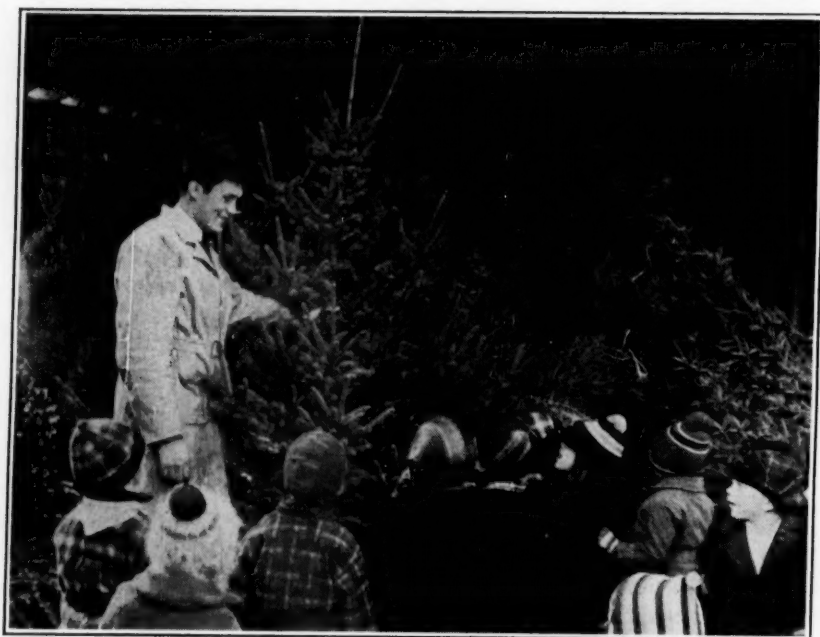
●  
*Using the Christmas story as a means of enriching the reading program is told by Ellen B. Sheehan and Eleanor M. Bird of Augusta, Maine.*

Oral discussions will follow the telling of the original Christmas story. This we hope will stimulate in the children the desire to make a large Christmas reading and picture book. This book of oak tag and fastened with rings will be twenty-three inches by twenty-eight inches. It may be displayed on an easel so the children may turn the pages easily, sit in a group around it, and really enjoy it as their own book.



*Photographs by Saide Nylund Kinney, Head Teacher, A. L. Holmes W.P.A. Nursery School, Detroit, Michigan*

### Preparing for Christmas . . .



First we made our Christmas cookies and then we bought our tree from the man on the corner.

The book will be in two parts, namely, "Long Ago" and "Now." For the "Long Ago" part we hope to secure several pictures which will tell the Christmas story. These pictures we shall mount singly on a page. Included in the list of pictures should be those of Mary and Joseph on the journey to Bethlehem, the angels and the shepherds, the Wisemen and the manger scene. Simple captions for these pictures might be: "See Mary and Joseph;" "The angel said, 'Follow the star'"; "See the Wisemen follow the star;" and "See the little baby Jesus."

Each page of the "Now" part of the large Christmas book should give opportunity for enrichment of the reading program. By discussion further ideas will be presented. The pictures of the angels and the shepherds might inspire some child to find a picture of boys and girls singing. This would be mounted and captioned, "Sing, sing, sing. This is Jesus' birthday."

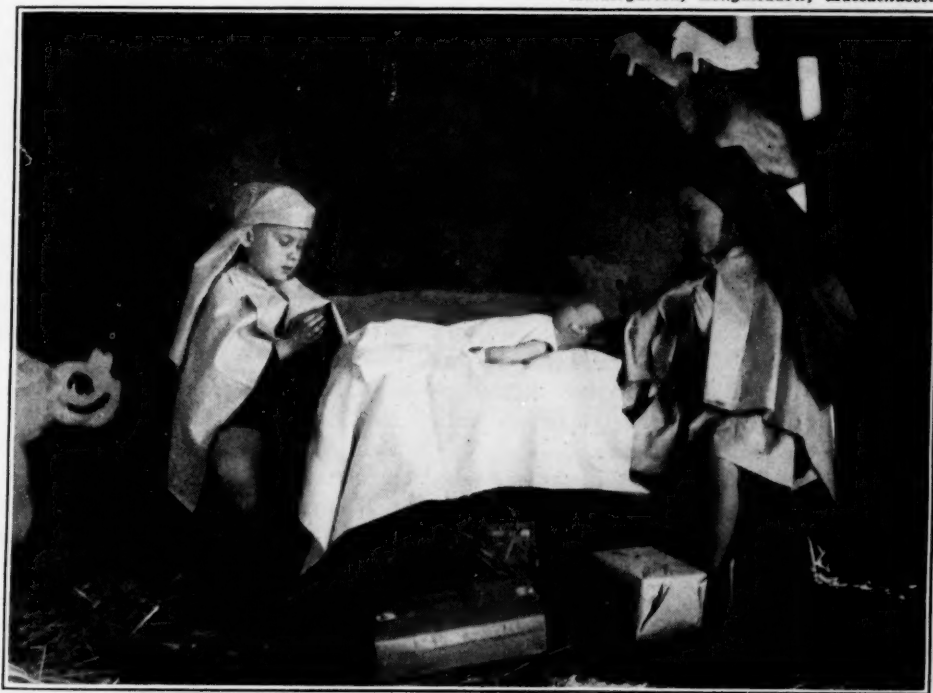
The planning, making and use of the book should make the Christmas story more meaningful to the children for it will be their own story as well.



*State Teachers College, Cedar Falls*

Trimming the tree came next

*Kindergarten, Longmeadow, Massachusetts*



We dramatized the Christmas story

le our  
cookies  
bought  
n the  
corner.

*This plan for children to experience giving to others and receiving no gifts in return is told by Elizabeth Shute and Mary M. Morris, teachers of kindergarten in Baltimore, Md.*

Early in October the Red Cross leaders in our school distributed boxes to be filled with small gifts which could be sent to England. This aroused in the children a desire to give to others even though one receives no gifts in return. Too often "giving" with young children is associated with "getting."

In a class discussion concerning preparation for winter, the children were fascinated with the idea of food preservation. So we made marmalade. "Can we save it until Christmas?" asked a child. "We can have a party." Another child suggested giving the marmalade as a Christmas donation for the Children's Hospital School and the group agreed. This inspiration probably arose from the Red Cross appeals regarding local needs. To give something that they themselves desired seemed to signify real growth in the development of a spirit of unselfishness in giving.

So much pleasure is derived from the actual making of gifts that provision will be made for the children of the Hospital School to participate. Articles to be sent will be divided into two groups. The first group will include gifts to be made or finished at the hospital school: gumdrops, life savers and toothpicks that can be made into toys and dolls; popcorn with needles and twine ready to be strung; apples, marshmallows, cloves, cotton bating, and small squares of red crepe paper to be made into toy Santas. The second group of gifts—cup cakes with colored icing, cookies, fondants, jelly and marmalade—will be made by the kindergarten children. Attractive decorations made by painting wrapping paper and seals will make the gifts more festive.

The children know the Christmas tree salesman who stands on the corner. He often gives them small trees and large branches that were cut from the Christmas evergreens. These can be sent to the children in the hospital.

Through these activities the children will exercise their ability to work happily in groups, to take turns, to share materials, and to receive and give helpful suggestions to each other.

*The fifth grade at Goshen, Alabama, decided that their previous custom of exchanging gifts with each other left much to be desired. What they plan to do this year that will be of greater satisfaction to themselves and others is described by Millicent Armagast.*

My group is composed largely of children from comfortable homes, yet there are a great many families in the county in desperate circumstances because of three crop failures in succession. It has been customary to draw names and exchange inexpensive gifts at Christmas. These gifts have meant very little to the children, yet when one of the boys figured the amount spent by thirty-four children for gifts averaging fifteen cents each, all were surprised and shocked at the total. A little girl said, "It's almost like wasting all that money. When we get bigger presents Christmas Day we always forget about the things we got in school." We decided to find a better way to celebrate Christmas this year.

The group discovered that three children in the first grade came, day after day, without any lunch. It occurred to someone that if there were children who did not have enough to eat, there might be children who had no gifts at Christmas time. They talked about what our class could do to help.

The present plan is to obtain from the county welfare worker the given name, the age, and (where possible) the special interest of fifteen or more small children who might receive no Christmas gifts. We will not be given the family names because some may have older brothers or sisters in school who might be embarrassed to have others know the home conditions.

The members of the class plan to make a toy for each child, suitable for his age and interests, and perhaps fill a bag with candy, fruit and nuts for each. The toys suggested were dolls, doll furniture, carts, tops and games. It will be fun to make the candy at school, as well as the toys.

The carrying out of such a plan should develop more appreciation and thoughtfulness for others. It should make for better understanding of, and interest in, their own small brothers and sisters and all younger children.

# Oldsters Learn From Observing Youngsters

*Why do students preparing to teach older children inevitably question the necessity for observing young children, and why do they so often become convinced of its importance after they have observed? Mr. Coffey, assistant professor of child development, Central Washington College of Education, Ellensburg, answers these questions from his experiences with student teachers.*

AT THE beginning of a course in child development before the students have had professional teaching or generic courses this question is asked, "Why should we observe children in the nursery school and kindergarten?" Frequently the question may be asked by some young men, prospective junior high school teachers interested primarily in industrial arts, physical education, or extracurricular activities. Sometimes even young women whose natural interests may be historically rooted in the care of young brothers and sisters cannot understand why they should observe nursery school children when they plan to teach in the upper grades.<sup>1</sup> Often they have become self-consciously interested in the older child and are inclined to regard interest in younger children as vaguely sentimental.

Inevitable as the question seems to be at

the beginning of the course the series of observations themselves, particularly those of younger children, seem to provide the answer. Often young men, skeptical at first of the value of observing immature children and embarrassed at being placed in a situation traditionally associated with the distaff side, become some of the most eager participants. In fact, when the observation groups move on to a higher level, frequent requests for more observation with younger children come from those who thought in the beginning that such observation was unproductive. Occasionally these periods of watching the activities of two-, three-, four- and five-year-olds create real conflicts for some who, in the beginning, were sure they wanted to teach older children.

Such changes in attitudes demonstrate that unforeseen values emerge from the observation experience. Why did those who felt that nursery school, kindergarten, and primary observation were not valuable so uniformly changed their minds? Here are some of the reasons:

## *Why Observe Young Children?*

*Behavior patterns are more simple:* The observers felt that in watching the activities of young children they could isolate developmental characteristics more clearly and see them in a more definite and "pure" state. The social behavior of the children, the relationship between domination and submission, the pattern of motor activities, the characteristics of speech and establish-

<sup>1</sup> The opportunity for observing growth characteristic of children at all ages is particularly rich in Central Washington College elementary school where children ranging in age from eighteen months to fourteen years are enrolled in a nursery school—a W.P.A. project sponsored by the college—a kindergarten, and six grades. The children come from a variety of social and economic backgrounds which range from destitution, as in the nursery school, which is the only homogeneous economic group, to affluence.

ment of routine habits—all were observable in a less intricate state than that which characterizes developmental phases later.

*Spontaneity of behavior is more characteristic:* Situated in a one-way observation booth, the observers felt that the factors of purpose, impulse, drive, and energy could be more carefully assessed because of their spontaneous demonstration at an age where the heavy hand of custom and courtesy had not yet produced the social veneer. Young children are characteristically individualistic and although in the nursery school they are learning the techniques of cooperation, the rough edges of the individual are smoothed by the social emery wheel. Adults are likely not to see that social development is evolutionary in the life of the child as it has been in the life of the race. These young men and women were surprised that social competence is not an all-or-none acquisition but that it is actually a process which children grow into gradually and continuously.

*Forces determining behavior are clearer:* The immediacy of the effects of the environment upon the behavior of the child in the nursery school and kindergarten illustrates the effectiveness of events and the social milieu upon the life of the child. In a small free play group, social facilitation through imitation may be seen clearly when Linus claps his hands in response to Ronald's burst of applause. Mob psychology may be perceived in miniature when Rhoda's shrieks set off a hysterical chorus. Naturally, in the older child, the effectiveness of experience and the projection of imagined results of present acts mitigates the immediacy of experience. As such, this difference in age levels only illustrates the finite character of mental age.

*Similarity between adult and child behavior mechanisms more clearly perceived:* It is with considerable astonishment that adults see in the actions of children a bas-

relief of the very mechanisms which op-

erate more covertly in their own behavior. When Judith tells the nursery school teacher that she really did not want the scooter which Bobby took away from her after some conflict, she is indulging in the same kind of "sour grapes" rationalization adults indulge in at times. This insight into the behavior of the young child has a reciprocal action in giving the student insight into his own behavior. Many of the observers realize with amused introspection the identity of the elements which will make children do in a less inhibited fashion what adults also do.

### *The Value of Observations*

It would be absurd to indicate that the purpose of observation would be fulfilled by these four realizations. Observation in the primary grades serves a much more important purpose, namely, that of providing the foundation material out of which growth and development in many phases of child development are studied. It would be equally absurd to think of observation as consisting merely of looking or filling out prearranged schedules without any subsequent discussion. In order to give sharpness and focus to the mental telescope, a period of preparation must be assured. In order to refine the seeing eye, one must discuss the observation, weigh and evaluate the impressions gained. Such discussion also prepares for the next observation which perhaps is of older children, thus forming a continuity.

This continuity is set in motion by those students preparing for junior high school teaching who are convinced that their observation at the preprimary and primary level provide insight into the nature of the preadolescent and adolescent.

An example of such insight was furnished recently when one child attacked another. The observers were not interested in the educational techniques nor the function of the teacher in this situation, but

they were interested in knowing why Jerry, who before had been rather calm and withdrawing, suddenly began this assault upon an innocent. Where once they might have labeled the child as a bad boy, thinking that such name calling adequately appraised his behavior, they now asked the why of his behavior. The teacher pointed out that his attack was possibly related to accumulated frustration and jealousy of a new brother. The generalization concerning the relationship between aggression, insecurity, and frustration was activated by observable experience. But what was even more dramatic was the transferable element indicated when Herbert, a college sophomore said, "You know, I think that's what's the matter with a friend of mine. He seems fine at school here, but when he goes home for vacation, he always comes back in a fighting mood, ready to jump down everybody's throat. And sometimes the more we try to slap him down the worse he gets, because then he thinks that no one likes him. As long as we make him think that he is a swell fellow, he seems all right." Thus the claims of knowledge and information and those of personality development through the understanding of one's associates are not rival, but two sides of the same coin.

The illumination of observation cannot be accomplished in one sitting, nor can it be controlled adequately by one technician. In the case of Jerry, the aggressive three-year-old, the forces operating in his particular case could never have been discovered by merely looking. It called for the cooperative effort of one who had known the child over a period of time, knew his characteristic reaction from day to day, and knew what went on in the reaches of his life not encompassed by the school. Thus the teacher provided this background material and served as an additional magnifying lens for observation.

Psychologists conceive all mental acts in terms of goals. The function of the teacher is to give concrete character to these goals of observation, pointing out here and there additional information which gives understanding to the reactions which are observed. Such illumination gives an additional impetus to the observation of younger children by those who are to teach oldsters; they realize how much they must know about the child, even at the youngest age level, if they are going to deal with him as an individual.

Recently the spontaneous suggestion made by an industrial arts major that the class accompany the driver of the W.P.A. nursery school bus so that they might better understand the kind of homes from which the children came, was eagerly carried out. Four out of the seven class members are mature students who will teach adolescents. But it mattered little to them that the children they were observing were of nursery school age. They had learned that the relationship between individual and milieu, although a changing and a developing one, exists in very much the same manner, whether the child is three or thirteen.

An exact measurement of the value of observing young children in terms of the transfer of elements to the teaching situation is impossible due to conditions which at the present time cannot be adequately controlled. The value of the experience can be assessed only in terms of the feelings and attitudes of the observers and the impressions of those who supervise their handling of children, some time after their course in child development is completed. But if we accept the change in attitude from extreme skepticism to positive conviction as a valid evidence of the worthwhileness of observation, then we have reason to believe that the nursery school and kindergarten make real contributions to those who are to teach older children.

# *Social Studies in the Nursery School and Kindergarten*

*Miss Koehring, supervisor in kindergarten education, Iowa State Teachers College, Cedar Falls, interprets social studies for the youngest children in terms of their personal relationships with people, institutions, and customs. She points out how the alert teacher can contribute to their developing concepts and give the guidance necessary to develop socially desirable attitudes.*

THE BASIC aim underlying the teaching of social studies from nursery school to graduate school we assume to be the development in the individual of an understanding of the social life in which he is called upon to take a personal part to the end of his effective functioning as a member of this social group. With this goal in mind, social studies in the nursery school and kindergarten may be discussed.

The nursery school or kindergarten teacher who aims to help the young child to understand this social world has as her first most immediate function the interpretation of social relationships in which the child is involved as a member of his school group. Play activities, eating or sleeping all bring him into social relationships which he must understand if his functioning in these specific situations and in related situations is to be intelligent and therefore truly effective—more than blind conformity to standards imposed. This is not to say that the young child, even with adult help, is ready to understand the social implications of all that he must learn

to do early as a matter of habit training.

We must not be confused, however, in thinking of such habit training in the realm of social relationships as a matter of social studies. Building into habitual behavior certain responses which occur as a result of an understanding of the social implications involved in a situation will, of course, be entirely consistent with the aim of the social studies. If the child learns habitually to say "please," his social functioning will on the whole be easier; but it must be remembered that this is less important than whether he senses the social relationships involved in conflicting desires when, as a child, he desires a toy in use by another; or when, as a man, he sits in Congress helping to determine international policies for the nation.

In very early years, through the child's first contacts with persons as individuals and with social institutions, foundations are laid for understandings of greatest social significance. Respect for worthy effort, appreciation of individual differences, right attitudes toward law, understanding of the democratic process—all these and many other desirable learnings are the outgrowth of the very young child's guided study of his social world. The occasion for his attention to cause and effect relationships in social behavior will be his own activities with other persons. The quality and rapidity of his learning will depend essentially upon the guidance he receives in interpreting these social situations and in applying the principles in meeting re-

lated though not identical situations.

Besides guiding and directing the child's social learning in his contacts with other persons in the school situation, the teacher of young children has frequent opportunity to assist him in interpreting his relationships to others in the home. In numerous ways the young child brings his everyday home experiences into the school situation. The alert teacher notes all of these experiences with interest. With them as a point of departure, she leads him to be more fully aware of the true meaning of various aspects of family living. When Joan, for example, remarks that she can't have a new dress until after next pay day because brother is getting new overshoes this week, the understanding teacher helps Joan to overcome a slight touch of envy by friendly discussion. She may end, perhaps, with a reference to some want of her own, the realization of which is deferred because of some larger family need. Or perchance she draws another child into the conversation who may relate cheerfully her own similar experience.

The teacher of young children does not depend entirely upon individual or group discussion in meeting all situations. She realizes that the child's attitudes are more readily shaped through action than through words. Entering into the dramatic play of a small group she may stimulate ideas of mutual helpfulness between mother and children in the preparation and enjoyment of a make-believe picnic. In certain cases, a wise teacher may even enter into plans to be carried out in the homes; for instance, arrangements for the child's first allowance. She may also visit the home to observe in a child contrasting submissiveness and aggressiveness in his play behavior in the school group and in the home group. She may be able then better to understand the school problem and also be in a position to make helpful suggestions for guidance of play at home.

The teacher of young children is concerned, too, with helping the child to understand clearly the related aspects of this social environment immediately surrounding the home and school. She takes account of two facts in formulating her plans for meeting this responsibility. She realizes first of all that physical proximity of social institutions in the neighborhood does not necessarily mean that these are an active part of the child's social world.

### *Expanding Social Concepts*

A kindergarten child may have passed frequently the college flagpole without recognizing that the waving banner has any social significance whatever. The nursery school toddler may accept without question the post office at the corner until some special opportunity to take part in its use brings it into his active consciousness. The teacher welcomes and actively encourages all natural opportunities to draw the child into active relation to the persons and social institutions whose function he is capable of beginning to understand through use.

To return to our illustrations above, the kindergarten teacher arranges for a flag raising in the presence of the children and together they note the conditions under which the flag is not raised. She avoids over-sentimental terminology which the children, not understanding, could only mimic, but explains in simple terms our customs concerning the flag. The nursery school teacher, likewise, uses a fitting occasion to let her three-year-olds buy stamps and post a letter. She stands ready to answer questions without, of course, expecting or attempting to make clear all of the relationships involved in the post office experience, or even discussing all of the activities which are carried on.

The second fact which the teacher of young children must recognize in planning for the enrichment of social understand-

ing in her children is that they may carry out activities within their social world without necessarily gaining thereby a sufficient understanding. Junior may have gone to the store for his mother since he was four, but may have less appreciation of the meaning of store-keeping activities and their relation to his life than Nancy whose mother takes her shopping only occasionally on Saturday mornings. The kindergarten teacher's aim, therefore, will be to use a favorable situation to bring to all of her children a similar degree of understanding which Nancy's thoughtful mother has given her. Under her guidance, fresh experiences in shopping will be enjoyed which are the outgrowth of some interesting group activity. The enrichment gained from this experience will depend largely upon the personal responsibility felt by the children for its outcome and the part they take in planning and carrying it out, and in subsequent discussion.

The nursery school teacher recognizes the fact that sheer personal experience may in itself not bring maximum understanding. While encouraging the two-year-olds to pick up their toys before leaving the playroom, she calls attention to the numerous tasks which they see the housekeeper performing and to her home activities, too, perhaps even including eating and sleeping which she does as they do. All this is to the end of awakening in the children some true appreciation of the part the housekeeper plays in their lives and the relation of their activities to hers. If the teacher is successful, Betty may be heard chanting as she puts blocks

into a basket, "Betty pick them up so Mrs. Johnson can go home to sleep."

The above discussion has served to emphasize the development of social understanding in and through personal experience with its gradual extension as an accompaniment of growing up. It is a matter of fine discrimination on the part of the teacher of young children to determine what aspects of the social environment are felt by the child to have a personal relationship to his life. In her desire to enlarge the scope of their experience and thus to extend and deepen their social understanding, she must be quick and sure in her appreciation of the quality of personal response shown by each child. It is possible, for instance, that a trip to the post office with a group of twenty-five others may leave some kindergartners relatively impersonal in their response to this institution—with little real understanding of its social significance.

As has been suggested, little can be expected in the way of real understanding from simply passing through a series of activities or from verbal explanations, if these are not accompanied by a vital sense of personal interest. If a strong sense of personal relationship is established, on the other hand, even purely vicarious experiences conveyed by means of stories or friendly exchange of personal experience may result in appreciable growth in social awareness and understanding. There is no rule-of-thumb guide for teachers of young children in evaluating activities from this point of view—it is a matter of their own sensitivity to social responses in children and their perception of social values.

What is Americanism? I tell you: It is to be an Athenian, an Atlantian:  
Free, joyous, harmonious, balanced, simple, just, tolerant, wise,  
Peaceful, loving beauty, unprejudiced, seeking to learn,  
Devoted to nature and to the happiness that comes to these.

*From Spoon River Anthology by Edgar Lee Masters*

# Child Exploration and Social Change

*Miss Hoyle is supervising critic of the five year kindergarten at Ohio University, Athens. She points out how the active interest of a child can help us see significant changes and names four consequent responsibilities of the teacher.*

How do individuals identify themselves with social change? As adults we have been sometimes slow in recognizing, interpreting, and taking part in changes in our local environments. We find that this is not the case with the active, questioning, young child. How common are such greetings as, "Kids, there's a great big steam shovel on our street!" "Why are they tearing down that nice big store?" Through his active interest the child can help us see significant changes.

What is our responsibility concerning children and this rapid development all about us? First, to understand it ourselves; second, to be active in intelligent enterprises; third, to guide the child in recognition, interpretation, and increasing participation in these enterprises, and fourth, in some degree regulate child experience so that intellectual and emotional growth may be assured.

Child and teacher need not go beyond walking distance from the school to discover significant activities. One teacher and a group of five-year-olds found the following changes in their environments:

An airport with old and new type planes.

A building project which illustrated the use of ladders and a gasoline driven hoist; wheel-

barrow and truck for hauling; hand and machine mixing of cement.

A vegetable garden watered by rain; a large garden using irrigation.

A home heating system and a central heating plant.

A firehouse with a high, old, truck beside a newly acquired streamline-model, equipped with gas-mask and pulmotor.

A barn in which lived horses used in hauling trash from school, and the city trucks used for the same purpose.

A trip to a museum at which local evidences of frontier life were seen.

A railroad station at which were an older type of steam engine and a Diesel engine.

Noting differences in the design of transportation and housekeeping toys.

Noting the placement of a new traffic light.

Noting the results of the spring flood.

Some examples of children's comments and questions may serve to illustrate further the often unexpected depth and quality of interest in "whys and wherefores:"

Charles, watching an elevator hoist bricks, said, "I know why the engine doesn't have to run when the elevator comes down. It can fall down itself!"

Jack, examining the tricycle which had fallen, asked, "What makes that wheel go round?"

The group was watching workmen lay a concrete walk around the school. Two men were sifting sand by hand, both using the same screen. Lon asked, "Why doesn't one man get another sifter? They could do it faster."

We can hope that through these exploratory experiences children will be free to continue questioning and feel more secure in understanding the tremendous activity in the world about them.

# Book ...

## REVIEWS

Editor, ALICE TEMPLE

### THE POWER OF DANCE: THE DANCE AND RELATED ARTS FOR CHILDREN.

By C. Madeleine Dixon. New York: The John Day Company, 1939. Pp. 180. \$3.50.

The modern dance has developed so recently that its teachers are still young. They have mastered, to a considerable extent, their own bodies and the technique of the dance but they have had little time to study the related arts or to work with and understand children. To these young teachers Miss Dixon's book offers valuable aid. From her own experience she shows how the creative forces in children may be stirred, expressed and guided; and she gives helpful suggestions for meeting certain specific problems—for instance, how to present the modern dance to boys.

It seems to me she has voiced the two fundamental factors in the teaching of modern dance to children; first that they must go through many of the stages through which the experienced artist has passed—that there can be no short cut; the need to imitate nature, the need for spontaneous "self-expression" without any attention to form are important stages in the development of the child's art experience; secondly, that there must be a steady progress in the acquisition of body skills and dance techniques together with a critical evaluation of the *clearness* of expression.

The other important point which Miss Dixon expresses so beautifully is that without trying to make professional dancers or artists of children we may give them the satisfaction of acquiring more authority of movement, in lessening self-consciousness and in heightening physical well-being. "We may lead them" to be good dancers in the modern idiom so that unconsciously muscles and glands and senses function with the overt expression of ideas and emotions. This enlisting the whole body in such thoroughgoing activity that its parts are forgotten does away with the possibility of self-consciousness and is an indispensable foundation for the attainment of perfect health.

Miss Dixon's gifts as an artist, not only in the dance but also in the graphic arts and

music, have brought an unusual richness to her work, a richness that should be an inspiration for young teachers to continue their own study and experience in these arts in order to correlate them in their teaching of the dance.—*Portia Mansfield, Perry-Mansfield Camp, Steamboat Springs, Colorado.*

### CONSIDER THE CHILDREN—HOW THEY GROW. By Elizabeth M. Manwell and Sophia L. Fabs. Boston: The Beacon Press, 1940. Pp. 261. \$1.75.

Who has not been confounded at some time by a little child's penetrating questions? Nursery school teacher, church school teacher and parent must meet inquiries about the universe, about God, about birth and death, and often find it difficult to answer satisfactorily. In *Consider the Children—How They Grow* we find a new source of assistance. Here is a book compounded of sensitive understanding of young children and sound contributions from the sciences, particularly modern psychology and mental hygiene. In addition, it is suffused with deep religious feeling and written with courage, regard for differing opinions, and a remarkable degree of commonsense. It deals with the spiritual but is not sentimental. It is inspirational but at the same time realistic.

Today when force and brutality are rampant we are faced with a special challenge to cultivate in children courage and self-reliance while retaining sympathy and good-will. The chapters on "the courageous child" and "the secure child" shed light on the building of these attitudes. Throughout the book emphasis is placed on slow, natural growth and in this connection the chapters on the child's conception of God and of prayer are particularly worthy of study. "We have lacked insight into the natural ways by which children might grow in religion."

Both authors are parents as well as teachers. Out of sensitive perception and wide experience in nursery school and religious education they have drawn a clear picture of the developing child and have clarified some of the more

subtle aspects of that development. In addition they offer practical suggestions on dealing with fears and dreams, on interpreting Thanksgiving, Christmas and Easter, on meeting questions about adoption and various crises in family life. Always the interests and needs of the teacher as well as the parent are considered, especially those teaching in church schools.

This book presents a challenge. It might well be discussed by groups of parents, by nursery school and church school staffs, by combined groups. Used with the two volumes of the Martin and Judy stories by Verna Hills and Mrs. Fahs it offers teachers and parents definite techniques as well as a spiritual philosophy of childhood education.—*Marion F. McDowell, Rutgers University.*

### Book Notes

#### SUBJECT INDEX TO CHILDREN'S PLAYS.

*Compiled by a subcommittee of the A. L. A. Board on Library Service to Children and Young People. Elizabeth D. Briggs, Chairman. Chicago: American Library Association, 1940. Pp. 277. \$3.50.*

Here are listed 202 collections of plays classified under 793 subjects. The plays have been carefully selected to meet the needs of children in grades I to VIII. "Each entry gives the name of the play, indicates by code number the book in which the play is found, the page number, the grades for which the play is suited, the number of characters required, the number of acts or scenes, or both."

**DISTANT DOORWAYS.** Book IV. **FRONTIERS OLD AND NEW,** Book V, **ON THE LONG ROAD,** Book VI. By *Nila Banton Smith and Stephen F. Bayne.* New York: Silver Burdett and Company, 1940. \$1.12 each.

These new readers for the upper grades fulfill the promises of the earlier ones of the series published first in 1935 and again in 1940. The material of each of the new books is organized in eight separate units each of which contributes to the central theme of the book. The theme of *Distant Doorways*, for example, is adaptation to environment. Such well-known writers for children as Cornelia Meigs and Lois Lenski are among the contributors. The illustrations are very attractive.

**GROUP EDUCATION FOR A DEMOCRACY.** By *William H. Kilpatrick.* New York: Association Press, 1940. \$2.00.

In the words of its author this book "is a collection of articles that have for the most part appeared in various educational journals. Most have been more or less revised for inclusion here, some to bring them up to date, others to make them fit together in serving the present purposes of publication." Although the book is planned for those who have to do with the education of adolescents, it will have significance, especially at this crucial time, for those engaged in education at all levels.

**ANIMALS AS FRIENDS AND HOW TO KEEP THEM.** By *Margaret Shaw and James Fisher.* New York: E. P. Dutton and Company, 1940. Pp. 271. \$2.50.

The authors of this book, both of whom are connected with the London Zoo, present authoritative information about a great variety of familiar and common pets as well as many rare and unusual ones. The facts about each animal are given under such headings as distribution, habitat, length of life, care and food, behavior, breeding and all other items of interest and importance to the owner of pets. There are sixteen lovely full-page photographs of animals.

**CHILD PSYCHOLOGY FOR PROFESSIONAL WORKERS.** By *Florence M. Teagarden.* New York: Prentice-Hall, Inc., 1940. Pp. 641. \$3.25.

The experience of the author, who is professor of psychology at the University of Pittsburgh, has led her to believe that social workers, home and school visitors, public health nurses and other such professional workers need to know much more about normal children, that they encounter much that is abnormal in children and that so far there has been no book on child psychology to meet satisfactorily their special needs. This volume is designed to fulfill such a purpose.

**CHILD CARE AND TRAINING.** By *Marion L. Faegre and John E. Anderson.* Minneapolis: The University of Minnesota Press, 1940. Pp. 320. \$2.50.

The fifth revised edition of a book published first in 1928. Second, third, and fourth editions appeared in 1929, 1930, and 1937, respectively. The figures attest its popularity.

# Books...

## FOR CHILDREN

Editor, MAY HILL ARBUTHNOT

**BABAR AND FATHER CHRISTMAS.** *Written and illustrated by Jean de Brunhoff. New York: Random House, 1940. Unpaged. \$3.00.*

The most superlative praise we can give this new Babar book is the truthful statement that it is as delightful as the first one. Adult and juvenile Babar devotees will be reminded again of the gaiety and charm that has gone out of this old world with the passing of Jean de Brunhoff. What a Father Christmas he has been to children. The first Babar book was joyously seized upon by parents, great uncles, and aunts, grandparents and the clever children for whom it was intended. Each succeeding Babar adventure was welcomed in turn and this one will add a needed touch of nonsense to our Christmas celebrations. The picture of Babar, King of the elephants, floating gracefully overhead in Santa Claus array is an unforgettable conclusion to this gay series. For children six and ever after.

**RAFFY AND THE HONKEBEEST.** *By Rita Kassin. Pictures by Charles Bracker. New York: Julian Messner, Inc., 1940. Pp. 48. \$2.00.*

Raffy is an ambitious young giraffe who is determined to run faster than the Honkebeest, which is the animals' name for the honking cars that go snorting along the edge of their domain. No creature thinks Raffy can ever win; even his doting mother has her doubts, but Raffy keeps on practicing. How he finally succeeds is told and pictured hilariously. This is a beautiful and amusing picture-story for children six to nine.

**GAILY WE PARADE.** *Selected by John E. Brewton. Illustrated by Robert Lawson. New York: The Macmillan Company, 1940. Pp. 218. \$2.00.*

There is no better book investment for a home or a school than a fine anthology of poetry. Here is a distinguished collection that will supplement *Sung Under the Silver Umbrella* and Mr. Brewton's earlier, *Under the Tent of the Sky*. *Gaily We Parade* runs from doggerals to lyrics, from Mother Goose

to John Keats, with most of the moderns in between. Teachers will like the subjects and children eight to twelve will find some of their old favorites along with many delightful surprises such as "The Man Who Hid His Own Front Door," "Melons," "In the Bazaars of Hyderabad" (ideal for verse choirs), "Mr. Coggs," "Rain Riders," and "Could I Have Been a Shadow?" It is good to meet "Meg Merrilies" again in a child's anthology and to find Langston Hughes represented, too. This is a book not to be missed.

**A WORLD OF STORIES FOR CHILDREN.** *Collected by Barrett H. Clark and M. Jagendorf. Indianapolis: Bobbs-Merrill Co., 1940. Pp. 844. \$5.00.*

For the teacher or mother who does not have access to a large number of books, here is a good collection of the favorite folk and fanciful tales. There is a large body of fables, eight tales from the Greek Myth, four from the Arabian Nights, a generous selection of English, French and Scandinavian folk tales with a group from Hans Christian Andersen sandwiched in between. Paper and print are excellent. The choice of tales is a good one and most of the versions are satisfactory. Any such collection is bound to omit innumerable favorites but this is on the whole, a useful volume.

**THE DOG CANTBARK.** *By Marjorie Fischer. Illustrated by Roger Duvoisin. New York: Random House, 1940. Pp. 26. \$2.00.*

How the dog, Cantbark, learned to bark is the theme of this somewhat sophisticated but amusing story. A little white puppy has his every yap silenced by the four earnest musicians with whom he lives. Later, when he is left on a farm with a country boy, his new master is disgusted to find that Cantbark really cannot bark. The poor dog is friendless except for the baby, whom he adores. It is in defense of this beloved baby that he recovers his bark and his standing. We leave him respected by all and rechristened Canbark. Children six to nine will delight in the vivid, striking pictures by Roger Duvoisin.

**LITTLE JUNGLE VILLAGE.** By JoBesse McElveen Waldeck. Illustrated by Katharina Von Dombrowski. New York: The Viking Press, 1940. Pp. 176. \$2.00.

Primitive life has never been more vividly presented to children than in Mrs. Waldeck's story of the South American jungle. An eleven year old boy in charge of his nine year old sister maintains life in security and plenty in the midst of jungle dangers that will send chills up and down the civilized readers' pampered back-bone. Presently, their baby sister is left in their care and adds to their problems and their pleasure. These Arawak children are on their own from the time they are able to walk and their Robinson Crusoe existence will probably seem enviable to our children. Certainly this is a book to read again and again; for it is a fascinating tale beautifully written for children nine to twelve.

**THE LITTLE TRAIN.** By Lois Lenski. New York: Oxford University Press, 1940. Unpagged. \$.75.

Of course, Lois Lenski had to write this book. Her *Little Auto*, *Little Airplane*, *Little Sailboat* audience demanded it. That audience has no doubt matured somewhat for *The Little Train* seems, by nature, a bit more complex than his predecessors. Engineer Small is ably assisted by Conductor Little and Fireman Shorty. The train is explained, gets up steam and travels through most pictorial country, interrupted now and then by semaphore signals. This is an indispensable train book for children three to eight.

**MARIO AND THE CHUNA.** By Esther Greenacre Hall. Illustrations by J. M. de Aragon. New York: Random House, 1940. Pp. 61. \$2.00.

Did you ever hear of a bird that can throw stones with unerring aim? Well, that is what the Argentine chuna can do. Unfortunately, Mario's pet chuna is forever plunking pebbles at the fat sleep-loving father with disastrous results. Over and over, the bird is banished from the rancho but always Mario manages to get him back. Finally, when a well aimed rock wakes the dozing father and saves him from the earthquake, the chuna becomes the family hero, secure for life.

The boy Mario is even more interesting than his pet and this picture of Argentine life will prove absorbing reading for children 8 to 12.

**WINGS FOR WORDS, The Story of Johann Gutenberg and His Invention of Printing.** By Douglas C. McMurtie, Chicago: Rand McNally, 1940. Pp. 175. \$2.00.

This is a fascinating and much needed book about the invention of printing. It presents a picture of the laborious and painful way in which an invention is developed and the compelling power of a great idea that keeps the inventor struggling against desperate odds as long as he lives! It is, besides, an exciting story of an appealing hero, vividly told, against the colorful background of medieval Germany. It reads easily and the story of Gutenberg and his invention unfolds with a wealth of lively incidents that make it difficult to leave unfinished.

The illustrations by Edward A. Wilson and the whole format of the book are unusually attractive. Adults will enjoy this story of the great Gutenberg as much as ten-year-olds, and older for whom it is intended. It is, indeed, one of the distinguished books of the year.

**JUST FOR FUN. A COLLECTION OF STORIES AND VERSE.** Illustrated by Robert Lawson. Chicago: Rand McNally and Company, 1940. Pp. 64. \$1.00.

The nine poems and four stories that make up this delightful book have been chosen for their gaiety and uniqueness. Needless to say, Robert Lawson's illustrations add the final touch of exuberance to the collection. It is good to find here Padriac Colum's "Man With the Bag" which has deserved to be better known than it is. "Piping on Christmas Eve" is a charming addition to our festival stories, and children will enjoy the new poems about "Jonathan Bing." Indeed, children six to nine, will like the whole collection and be grateful to Mr. Lawson for his matchless drawings.

**JOCK'S CASTLE.** By Katherine Gibson. Pictures by Vera Brock. New York: Longmans, Green and Company, 1940. Pp. 139. \$2.00.

Miss Gibson's animal characters have as much life as the vigorous human beings with which she graces her tales of Old England. Sniffer, the Skye terrier is a personable companion for huge Jock, the Miller. How Sniff (for short), helps Jock win a wife, a castle and a title, makes an amusing tale. The story is a bit too involved for children under eleven, but at that age, Jock's adventures in his castle should bestow fun and reality on the medieval period.

# Among...

## THE MAGAZINES

WHAT TEACHERS CAN DO FOR BEHAVIOR PROBLEMS. *Understanding the Child*, October 1940, 9:1-28.

This issue shows knowledge of baffling problems which teachers face and gives encouragement and suggestions which help one attack them.

How methods of working with children in day-by-day contacts in the classroom are being improved is shown in the article, "Can Teachers Qualify as Guidance Workers?", by Esther Lloyd-Jones.

Margaret B. Parker, in "One Year's Knowledge," points out that a skillful teacher sets her goals with the realization of the limitations of one year's time and organizes her knowledge of the children in such form as to help the new teacher.

Teachers need to live rich satisfying lives in order to meet the manifold and exacting demands of their important task, according to Katharine Whiteside Taylor in "The Teacher-Pupil Relationship As a Factor in Guidance."

S. Alan Challman, in "Personality and Behavior Problems for which the Teacher Can Do Little," gives specific suggestions to save teachers needless feelings of chagrin, vexation and self-blame in their efforts at guidance.

NO SCHOOL BETTER THAN ITS TEACHERS. By Peter Blos. *Educational Method*, October 1940, 20:3-6.

Stating that the growth of children is best promoted by the growth of teachers, the author indicates how such fundamental needs of teachers as security, a feeling of belonging, recognition, and belief in the usefulness of what one is doing, can be met.

THE MODERN SCHOOL—A WORKSHOP IN DEMOCRATIC CITIZENSHIP. By E. T. McSwain. *The National Elementary Principal*, October 1940, 20:21-25.

Offering his statements as a personal point of view, Mr. McSwain describes the school as a system of human relationships between educa-

tors, children, parents and laymen in the community, in which the welfare of all members is as important as the welfare of individuals. He shows how the school can fulfill its function of helping boys and girls learn to live more adequately with others by serving as a laboratory in citizenship.

LATIN AMERICA AND THE CURRICULUM. By George I. Sanchez. *Curriculum Journal*, November 1940, 11:303-305.

There is a close cultural relationship between the United States and Latin America, which Mr. Sanchez would have teachers recognize not only to help promote hemispheric solidarity but because such a heritage may well become part of the school curriculum.<sup>1</sup>

NURSERY SCHOOLS PLUS. By Grace Langdon and Isabel J. Robinson. *School Life*, November 1940, 26:48-51.

Through the work of WPA nursery schools and Family Life Education classes there has gradually developed a heightened sense of public responsibility for the welfare of children and the betterment of homes.

Cooperation and interest has been secured from national, state, and local organizations and individuals, and the work of Family Life Education has been skillfully coordinated in a conscientious effort to supplement rather than duplicate the work of established agencies.

The authors of this article describe how some of the problems of establishing and maintaining 1500 nursery schools and 12,000 parent classes last year were met, and how equipment, food, transportation for young children, and health care were secured, as well as teachers, adequately prepared but eligible for relief.

<sup>1</sup> *The Elementary English Review*, October 1940, 17: 230-234, reprints an annotated bibliography of fiction for children from first to seventh grades titled, "Latin American Countries in Children's Literature," by Maria Hogan and Margaret Yeschko; and *School Arts*, November 1940, is devoted to North and South American Indian Arts and those of the Spanish Colonial period in Central America.

# Research...

## ABSTRACTS

**POSTPONING FORMAL INSTRUCTION: A SEVEN-YEAR CASE STUDY.** By Mabel Vogel Morphet and Carleton Washburne. *Official Report of 1940 Meeting, American Educational Research Association, May 1940, pp. 168-172.*

With the approval of their parents, twenty-five children were selected for an experimental study begun in 1932. For the first year and one-half in school, these children were given no tests, drills, or systematic teaching in reading, writing, or arithmetic. There were, however, informal opportunities for learning since the teacher often wrote children's names and duties on the board, they used numbers informally in counting, planning for use of materials, and in playing games. Picture books and simple primers were available for the children to use as they wished. Emphasis in the program was on unified and creative group projects which centered around community life, including the building and use of a playhouse, train, grocery store, post office, library, bank, Indian pueblo, and trading post. Much time was given to construction, dramatic play, excursions, singing, drawing, story-telling, and playground activities.

Each child in the experimental group was matched by three control children of the same chronological and mental age and similar home environment. The control children were scattered through five classrooms and had activities similar to those of the experimental group but with one-third of their time devoted to systematic learning of reading, writing, and arithmetic. After the middle of the second year, the experimental and control pupils had approximately the same program for the remainder of the elementary school period.

Standardized and informal tests were given at the middle and end of the second grade and the Stanford Achievement Test at the end of each succeeding year. The experimental children were definitely inferior in the academic skills at the middle of the second year, but had overcome a good part of this deficiency by the end of the year. By the end of the third year they were slightly ahead of the control

group. By the end of the fourth year they were one-half year ahead of the control groups, which lead they kept and slightly increased during later years. The most convincing evidence, according to the authors, emerges from detailed study of the record of each child in relation to his controls. They report that the experimental child, in many cases, excelled all three controls beyond the third or fourth grade.

Ratings were made by junior high school teachers and a psychologist on the attitudes of the children. They rated spontaneity in academic and non-academic activities, eagerness to learn in the same two categories, and cooperative self-directed activity. In each attitude in both the third grade and in the eighth grade the experimental children received significantly higher ratings than the control pupils, although the raters were ignorant of the personnel of the two groups.

The authors recognize the tentative nature of the conclusions to be drawn from an experiment with such a small group. (The experimental group had dwindled to thirteen at the conclusion of the study.) They conclude, however, that the provision of a rich variety of educational experiences without emphasis on formal instruction in the skills during the first three semesters of school life seems to have an entirely wholesome effect.

**THE RELATIONSHIP OF EMOTIONAL AND PERSONALITY TRAITS TO LEARNING IN CHILDREN.** By Rose Zeligs. *Abstracts, Graduate Theses in Education, Cincinnati: Teachers College, University of Cincinnati. 1940. Vol. III, pp. 219-251.*

Two approaches were made in this study. One was a general survey of the personality and emotional traits of 285 sixth-grade boys and girls and the relation of these traits to school achievement. The second was an experimental study of the reactions of 100 of the same sixth-grade children to a specific problem-solving situation involving the attempt to solve

mechanical puzzles. The survey of characteristics involved measurement and ratings of emotional stability, consistency, introversion-extroversion, pessimism-optimism, feelings of superiority or inferiority, and several other factors. The experimenter recorded the children's remarks and overt behaviors during the attempts to solve fairly difficult puzzles.

Numerous analyses and comparisons led to the following general conclusions: Groups of different ability levels showed no significant differences in the non-intellectual traits which were studied. With intelligence held constant, the most patient group was superior to less patient groups in educational achievement and in emotional and personality traits. Children varied greatly in ability and in patience when working at difficult problems. Their remarks, as well as non-verbal behavior, reveal a predominance of emotional over rational behavior when attempting to solve puzzles. Emotional reactions, especially those of discouragement, served to interfere with problem solving. Psycho-neurotic traits tended to be associated with introversion, inconsistency, pessimism, in-

feriority feelings, and impatience. Positive relationship was found between school success and patience.

The author draws the following educational implications from her study: Children should be given definite training in emotional control in problem-solving situations. If children are helped to approach problems in a calm, patient, and analytical manner, they will grow in self-confidence and improve in school work. Children need early and consistent training to adjust themselves to conditions which confront them and to avoid dissipating their emotions in situations which are beyond their control. A record of a child's patience and emotional control in working on a puzzle is a valuable supplement to an intelligence test in predicting his school success. Emotional and social maturity should be considered important in the grouping of children and educational tasks ought to conform to individual abilities. The activity program seems the best solution since it permits children to cooperate in tasks which require patience and emotional control and also provides for differences in ability.

## *A. C. E. Convention News*

Such times as these call for a conference that is set, in the main, to consider broad, crucial issues and to study our immediate responsibilities in the light of them. Our first responsibility in an unstable world is to do our own work better than ever before and to do this we must understand, better than ever before, the world as it is and our relation to it. With this thought in mind the A. C. E. Executive Board has chosen the following topics for discussion in the twelve study classes at the Forty-eighth Annual Convention which is to be held at Oakland, California, July 8-12, 1941:

- Theme:** Children, Teachers, and Today's Crucial Problems  
**Class 1.** Cultural Relations Within Our Own Country  
**Class 2.** Cultural Relations Within the Americas  
**Class 3.** The Relation of Youth Problems to Early Childhood Education  
**Class 4.** Relationships Between Citizen Groups and the Schools  
**Class 5.** Finances and an Adequate Elementary School Program  
**Class 6.** Welfare of Migratory, Relief, and Low Income Groups  
**Class 7.** Mental Health of Children and Adults  
**Class 8.** Religion as an Important Resource in the Lives of Children and Adults  
**Class 9.** The Arts as Stabilizing Factors in the Lives of Children and Adults  
**Class 10.** Language and Literature as Avenues of Understanding and Relaxation  
**Class 11.** Recreation as an Essential to Wholesome Living  
**Class 12.** Democratic Living in Our Classrooms as an Influence in the Development of Children and Adults

The Executive Board devoted much of the time during its November meeting at Washington to completing the plan for the convention program and in selecting convention leaders and speakers to whom invitations will soon be sent. Mrs. Esther Lipp, of Oakland, California, general chairman of the convention, met with the Board and described local preparations, reports of which will be given later. Hotel Oakland is to be convention headquarters.

# News . . .

## HERE AND THERE

### *A Christmas Wish*

To you, the readers of CHILDHOOD EDUCATION, the members of the Executive Board and Headquarters staff of the Association for Childhood Education send greetings and this Christmas wish. May the holiday season bring you time to enjoy family and friends; to play with children and to help some stranger; to read books, old and new; to know again hills, plains, trees, stars—the things not made by man—and to find in these experiences new joys, new vision, and courage for the tasks ahead.

### *New A.C.E. Branches*

Elementary Club, Delta State Teachers College, Mississippi.

Commerce Educational Council, Texas.

Texarkana Association for Childhood Education, Texas.

### *What A.C.E. Groups are Doing*

The 1940 yearbook of the Indiana A.C.E. tells an inspiring story of the work in twenty-nine Local Branches. Statements from the first five reports show interesting variety in the type of Branch and in the activities:

*Allen County:* We turned this year to the field of mental hygiene and based our programs on "Better Mental Health Through Broadening the Teacher's Interests."

*Anderson:* Our most significant activity was the sponsoring of a children's theater movement.

*Ball State Teachers College, Muncie:* Through carefully chosen speakers for each meeting, new avenues of professional growth have opened to us.

*Bloomington:* Our program theme, "Taking Inventory of Recent Developments in Reading," was developed through reports given by our members who attended the annual conference on reading at the University of Chicago. The entire program was effective in that it focused attention upon a definite objective.

*Calumet Township:* When we were trying to decide on a project for the year it was suggested that we needed help in guiding children's art work. An art class was developed and became one of the most useful courses we have ever taken.

The meeting of the Iowa A.C.E. is held in conjunction with the Iowa State Teachers Association. The theme for the sessions held No-

vember 6-8 was, "The Place of the Arts in the Education of Children." Special features of the program were an address by Claire T. Zyve, a luncheon meeting to which Elisebeth Brugger brought greetings from the national A.C.E., and eight study groups where topics related to the theme were discussed.

The Texas A.C.E. meeting, held in Fort Worth on November 22, was labeled "A.C.E. Day at the T.S.T.A." May Hill Arbuthnot of Western Reserve University spoke at the general session, and Roma Gans of Columbia University at the luncheon.

### *Secretary Visits Branches*

A number of A.C.E. Branches and interested groups in Colorado, South Dakota, and Wyoming were visited by Mary E. Leeper, executive secretary of the national Association, in October. Meetings of the eastern and western sections of the Colorado Education Association and the Wyoming Education Association were attended, and when time permitted schools were visited and conferences held with individuals.

Association matters were discussed with Branches at delightful meetings in Casper, Wyoming; Denver, Colorado; Rapid City, Pierre, Watertown, Aberdeen, and Sioux Falls, South Dakota. In several places representatives of all Branches in that region were present, and at Aberdeen the city and student Branches planned a meeting together.

To see the enthusiasm, the ability and the earnestness of these A.C.E. members, to learn of the varied activities they are carrying on, is indeed an inspiration and a challenge. A more detailed account of the trip will appear in the December *Branch Exchange*. A.C.E. Headquarters in Washington will send you a copy upon request.

### *On Legislation*

Harriet Ahlers Houdlette, A.C.E. Consultant on Legislation, sends this message to A.C.E. members and Branches:

The wise use of citizenship privileges is a first responsibility for all concerned with public education. As teachers and administrators we are constantly con-

fronted with problems which can be approached only through legislation. Therefore we need to be well informed on proposed new measures as well as suggested changes in present laws. For A.C.E. members this means special attention to legislation affecting the education and welfare of the young child.

Branches and individual members of the Association can begin constructive work by studying bills now before their state legislatures which affect the education and welfare of young children, and by exploring the needs of children in their states to determine desirable new legislation. This study and exploration will become effective when the individual or the group follows through to the final step of accomplished legislative action.

### **The 1941 Convention**

It is not too early to plan for the 1941 conference of the Association for Childhood Education in Oakland, California, July 8-12. Here are two recent letters:

*Alabama:* I got so much from the 1940 A.C.E. Convention in Milwaukee that I have asked my family to make my college graduation gift a trip to California for the 1941 Convention. Our student Branch is looking forward to a full, successful year, putting into practice the many helpful ideas and suggestions I brought home from Milwaukee.

*Georgia:* I attended the convention in Atlanta as a senior at the University of Georgia and this fall I have had the happy privilege of renewing acquaintances made there. I have become enthusiastic over the meeting next summer in Oakland. Please furnish any information that has been gathered this early.

Detailed information about the conference program is not yet available but announcement cards and convention posters will be sent upon request. Write to A.C.E. Headquarters, 1201 Sixteenth St., N. W., Washington, D. C.

Remember, you need not be an A.C.E. member to attend the 1941 meeting. Anyone interested in the education and welfare of young children is welcome.

### **Change**

Florence N. Brumbaugh, from supervisor of student teachers, Hunter College of the City of New York, to the principalship of Hunter College Elementary School.

### **Louise Sutherland Retires**

In June, Louise Sutherland retired after twenty-five years as director of kindergarten education at Winona State Teachers College, Winona, Minnesota. She is a life member of the Association for Childhood Education and has served on various national committees, but perhaps the most outstanding of her services to the Association has been her sponsorship of the student A.C.E. group at Winona. Miss Sutherland also organized the Kindergarten Mothers'

Club, which has functioned for many years.

At an alumni banquet on June 6, a Louise Sutherland Scholarship was presented to the College in recognition of "her services in advancing the cause of early childhood education and education generally." The scholarship was planned by graduates of Miss Sutherland's first class, 1917, and made possible by contributions from kindergarten alumnae who have graduated during the past twenty-five years.

### **What Is a Nursery School?**

Because so many people have asked this question, the Association for Childhood Education has published a bulletin compiled by Elizabeth Neterer and Lovisa C. Wagoner. *What Is a Nursery School?* is planned to help the layman understand what a nursery school is and what it does for children and parents, and to give him standards for evaluation. It includes a list of schools giving courses in preschool education and a bibliography. Order from A.C.E. Headquarters, 1201 Sixteenth St., N. W., Washington, D. C. Price 35c.

### **Acknowledgment**

Last year the Association's Committee of Nineteen completed a series of four bulletins on the history of the kindergarten movement in the United States and its possessions. The compilers realize that the accounts from some states are incomplete because of lack of records in many communities. After reading *History of the Kindergarten Movement in the Western States, Hawaii, and Alaska*, Lucy Gage of Nashville, Tennessee, contributed from personal experience additional material on early kindergartens in Oklahoma. We are grateful for this addition to the permanent file on kindergarten history at A.C.E. Headquarters and hope that others who have such information will share it with us.

### **Kindergartens**

In Carson City, Nevada, attempts have been made for several years to meet the needs of five-year-old children through private kindergartens. Last year a kindergarten was financed by a mother's club. This year Carson City proudly announces the opening of its first public school kindergarten.

Three additional kindergartens were opened this fall in Philadelphia. These are in schools where there is already one morning kindergarten

(Continued on page 194)

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with thirty-five children enrolled and an afternoon kindergarten with thirty children. This means that each school can provide kindergarten experience for 120 children. Julia Wade Abbot, director of kindergartens in Philadelphia, writes that they expect to continue the policy of establishing new kindergartens where rooms are made available through the decrease in elementary school enrollment.

Through its Committee on Resolutions, the New York State Teachers Association went on record at its November meeting with the following statement:

It is urged that kindergarten education be granted financial aid equivalent to that provided for the elementary grades, and that the Executive Committee of the New York State Teachers Association be urged to continue efforts to secure the enactment of legislation to provide state aid for kindergartens.

### *Child Welfare and Defense*

The National Citizens Committee, created by the White House Conference on Children in a Democracy to give national leadership in making the Conference recommendations effective, believes that child welfare and national security are inseparable. The Committee affirms that:

The defense of democracy calls for the appreciation of the dignity and worth of the individual and concern for the young, the helpless, the needy, and the aged. Support of public and private services for children should be sustained as an essential part of a national-defense program.

In its resolutions the Committee calls upon citizens and organizations concerned with human welfare to do their share in helping our democracy serve the needs of every child and to prepare our children and youth for service to democracy. Three ways to accomplish this are suggested:

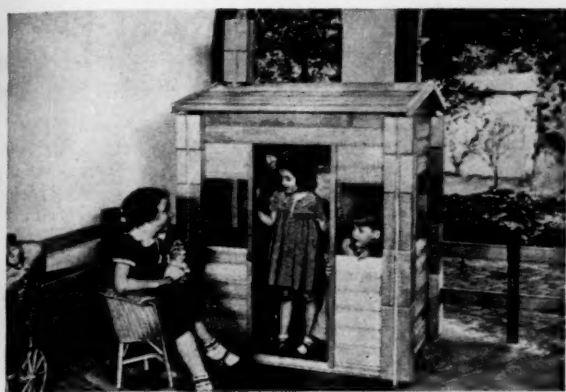
Study of the report and recommendations of the White House Conference on Children in a Democracy.

Cooperation in the organization of state-wide activities for making effective in every community the goals of the nation for its children.

Cooperation by public officials, churches, schools, clubs, and all national, state, and local associations and agencies interested in children, in advancing toward the goals set by the Conference on Children in a Democracy for the next ten years.

Reports of the Conference may be secured from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. Price 20c.

(Continued on page 196)



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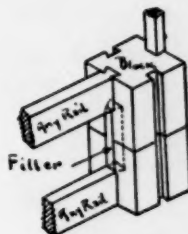
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## WHAT IS A NURSERY SCHOOL?

### New A.C.E. General Service Bulletin

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Mills College, California.

•

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(Continued from page 194)

### To Parents and Teachers

From Mrs. William Kletzer, president of the  
National Congress of Parents and Teachers,  
comes this statement and call to duty:

The National Congress firmly believes in the ability  
and power of our regularly designated authorities  
to deal competently with emergencies as they arise,  
and to effect the necessary legislation to meet these  
emergencies.

The National Congress likewise believes that there  
is no time quite so important for focusing attention  
on the needs of children as the time when the nation  
is involved in a great emergency. Children feel the  
insecurity of their elders, and doubly so when the  
normal activities to which they have become accus-  
tomed are withdrawn. That is why it is very im-  
portant for an organization such as ours to hew to  
the line on its regular program of interest and action.  
If all other organizations are turning toward national  
defense, international policy, and even the humani-  
tarian work of the Red Cross, then our organization  
must hold the line on the normal community services  
to children in education, in recreation, in social ser-  
vice, and in medical care. Regardless of what we do  
today in national or international affairs, tomorrow  
must be safeguarded, and the greatest safeguard for  
tomorrow is the preservation of the physical, mental,  
and emotional stability of our present generation of  
children.

### School Lunch Programs

Louise Stanley, chief of the Bureau of  
Home Economics, U. S. Department of Agri-  
culture writes:

Last spring nearly 3,000,000 children received  
lunches consisting at least in part of farm surpluses;  
these children were enrolled in 43,000 schools in  
over 2,000 counties. The aim is to extend the pro-  
gram this school year to reach 6,000,000 children.  
This means that more schools in more communities  
will be taking part in the program.

To receive surplus funds, every one of these school  
lunch projects must be certified or declared eligible  
by state or local welfare agencies. After a school is  
so certified the project must have a local sponsor.

We are eager to have the school lunch program ex-  
panded and many of your groups can help by acting  
as local sponsors. The nutrition committees stand  
ready to give technical advice if and when it is  
needed.

### Children and Radio

A survey of sixteen counties in Indiana, made  
by the University Radio Workshop, Indiana  
University, in cooperation with the U. S. Office  
of Education and the WPA in the state, revealed  
that children listened to the radio on an av-  
erage of 2.1 hours every day. Only one teacher  
in five exerted any influence on the listening  
habits of children.